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APRIL 1959

Volume 55, Number 4

J. Wilson McKenney, *Editor*

Vivian L. Toewe, *Advertising Mgr.*

Norman E. Lubeck, *Art Director*

# CTA Journal

CALIFORNIA TEACHERS ASSOCIATION, 693 SUTTER ST., SAN FRANCISCO 2

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# NEWS from professional fronts

## State Association

**ALL-OUT SUPPORT** for Governor Edmund G. Brown's tax program was voted by CTA Finance and Legislative committees. The governor has called for new taxes to raise \$202 million through levies on cigarettes, beer, horse racing, as well as taxes on personal income, severance, corporation, inheritance, and gifts.

**LEGISLATION SUPPORTED** by the CTA Legislative committee of State Council of Education at its meeting March 1 included SCA 4, elective state board of education; AB 24, \$30 million appropriation for junior college construction; AB 53, permit use of public funds for election information other than trustee election; AB 1328, permit sectarian, partisan, or denominational materials in school libraries. It voted **sponsorship** of bills to remove obsolete portions of school building aid laws (SB 816), retention of law providing \$4200 minimum salary for fully credentialed teachers (AB 1008), and AB 1457, which would grant tenure to permanent employee of one district after transfer to and upon re-election for second year in another district governed by board composed of same persons as that of first district.

**SURVIVOR BENEFIT** provisions added to the State Teachers Retirement System, introduced to the lower house by Assemblyman Carley V. Porter on February 25 as AB 1675, was co-authored by 74 assemblymen. A companion bill in the upper house, introduced by State Senator Nelson S. Dilworth, was co-signed by 36 members of the senate. Only nine of the 119 members of the Legislature failed to sign as supporters of the CTA-sponsored legislation.

**SUCCESS** of its CTA program was reported by Occidental Life Insurance Company. It reported only four claims in two years of experience, making it possible to offer CTA group life policyholders additional benefits, including installment disability and possibility of increase in face amount of coverage.

**ARCOSS** (Association for Retirement Credit for Out-of-State Service) board of directors has authorized 1959-60 dues to be effective April 1. Beginning the renewal campaign the first of this month, California membership (now exceeding 3500) can pay \$5 dues ending the year May 31, 1960. Plans are being developed for an actuarial study preliminary to drafting of appropriate legislation.

**CTA MEMBERSHIP** for 1959, as of February 28, was 95,457, more than 6000 increase in one month. It was expected an official figure above 100,000 could be reported at Council time.

**ANNUAL MEETING** of the State Council of Education will convene at 9:30 a.m. Friday, April 10 at Asilomar, Pacific Grove, and will adjourn about 4 p.m. Saturday. Election of three members of the board of directors is on the agenda and there will be a vote on proposed by-law change to eliminate status of associate organizations. Important business will be consideration of legislation.

**HARVEY KIRLAN**, Garden Grove, is new chairman of CTA Tenure committee. New member of the CTA Commission on Teacher Education is **EUGENE F. BRUCKER**, San Diego. Commission also appointed **ARNOLD JOYAL** and **WILBERT BOLLINGER** as representatives to California Council on Teacher Education.

## Border to Border



**PRINCIPALS** visited elementary schools in the Los Angeles area as an all-day feature of the annual convention of the Department of Elementary School Principals (DESP) held there February 28-March 4. Some 4000 members of the NEA unit engaged in a busy program on the theme "Improving Leadership for Elementary Schools." In a discussion group summary by Dr. Dan Dawson, executive secretary of CESAA, second step in a long-standing mandate was called for: to establish quality standards for the performance of principals. Shown above at Kester elementary school's kindergarten class, are (l to r) Scott Welday, Covina; Dr. Harold Jasper, Covina; Nancy O'Brian, San Fernando Valley State College.

**GREAT BOOKS FOUNDATION** will hold a spring leader training course at CTA Southern Section office Tuesday evenings beginning April 7. Information at 111 E. Broadway, Glendale.

A FOREIGN LANGUAGE COUNCIL was organized at the Berkeley campus of University of California by Chancellor Glenn Seaborg. Council will consider common interests of language department and school of education, as well as language portion of National Defense Education Act of 1958.

SCIENCE TEACHERS in 12 Bay Area counties have performed an "invaluable front line service" in arranging for hundreds of science projects as entries in the sixth annual Bay Area Science Fair, to be held April 18-22 at the Academy of Sciences in Golden Gate Park, San Francisco.

BUSINESS-EDUCATION DAY, now widely observed over the country as a means of introducing teachers to the free enterprise system, has been signally successful in California. Communities where industry has produced significant programs include Torrance, Montebello, Modesto, Burbank, Sacramento, Tracy, and Long Beach.

CALIFORNIA MATH COUNCIL spring meeting will be held April 11 at San Francisco State College. C. B. Allendoerfer, University of Washington, will discuss recent developments in teaching of mathematics.

## *Local Chapters*

AUGUST 23-26 are dates set for annual conference-seminar of all presidents of chartered local associations. CTA Field Service will again sponsor the four-day meeting at Asilomar. State association shares expense with chartered units.

NEWEST CHARTER presented is No. 607, Lemanorio Elementary School Teachers Association, Bakersfield, Kern County.

LOUISE GRIDLEY, executive secretary of Bay Section, was named Educator of the Year at the 42nd annual luncheon of the Alameda county education association March 7. HENRY KAISER JR. was handed a special award "for outstanding education service by a layman." ASSEMBLYMAN CARLOS BEE gave the principal address. Gayle Stepp presided with an audience of 650.

## *National Scene*

FREEDOMS FOUNDATION awards were made to 24 California schools at Washington's Birthday ceremonies in Valley Forge, bringing to 262 the number of School Awards to this state in ten years. A new award, Valley Forge Classroom Teachers' Medal, will be added this year and nominations based on the American Credo may be made until November 30.

TWO YEARS of graduate study in university programs will be prerequisites for membership in American Association of School Administrators after January 1, 1964. This upgrading was voted as a constitutional amendment at February convention of AASA.

TEACHING CAREER MONTH (April), sponsored by NEA to dramatize recruiting, preparing, and holding top notch teachers, is featured by wide use of an NEA packet of materials for public study. Much will be useful as more than 300 CTA Consulting Groups complete their study of teacher education.

COUNSELORS from 100 high schools in 19 states will participate in a federally-financed Counseling and Guidance Training Institute at Northwestern University this summer.

## *People and Places*

HARRY J. SKELLY is chief, bureau of audio-visual education, state department of education. He succeeded Francis W. Noel, who retired last November.

TENNANT C. McDANIEL, who has served for the past 20 years as Solano county superintendent of schools, was honored at a testimonial dinner sponsored by Solano County Teachers Association. He served education 43 years.

FIVE OUTSTANDING YOUNG MEN for 1959, named by the California Junior Chamber of Commerce, included VICK RALPH KNIGHT, JR., vice principal of Meller junior high school, Ranchito district, Whittier.

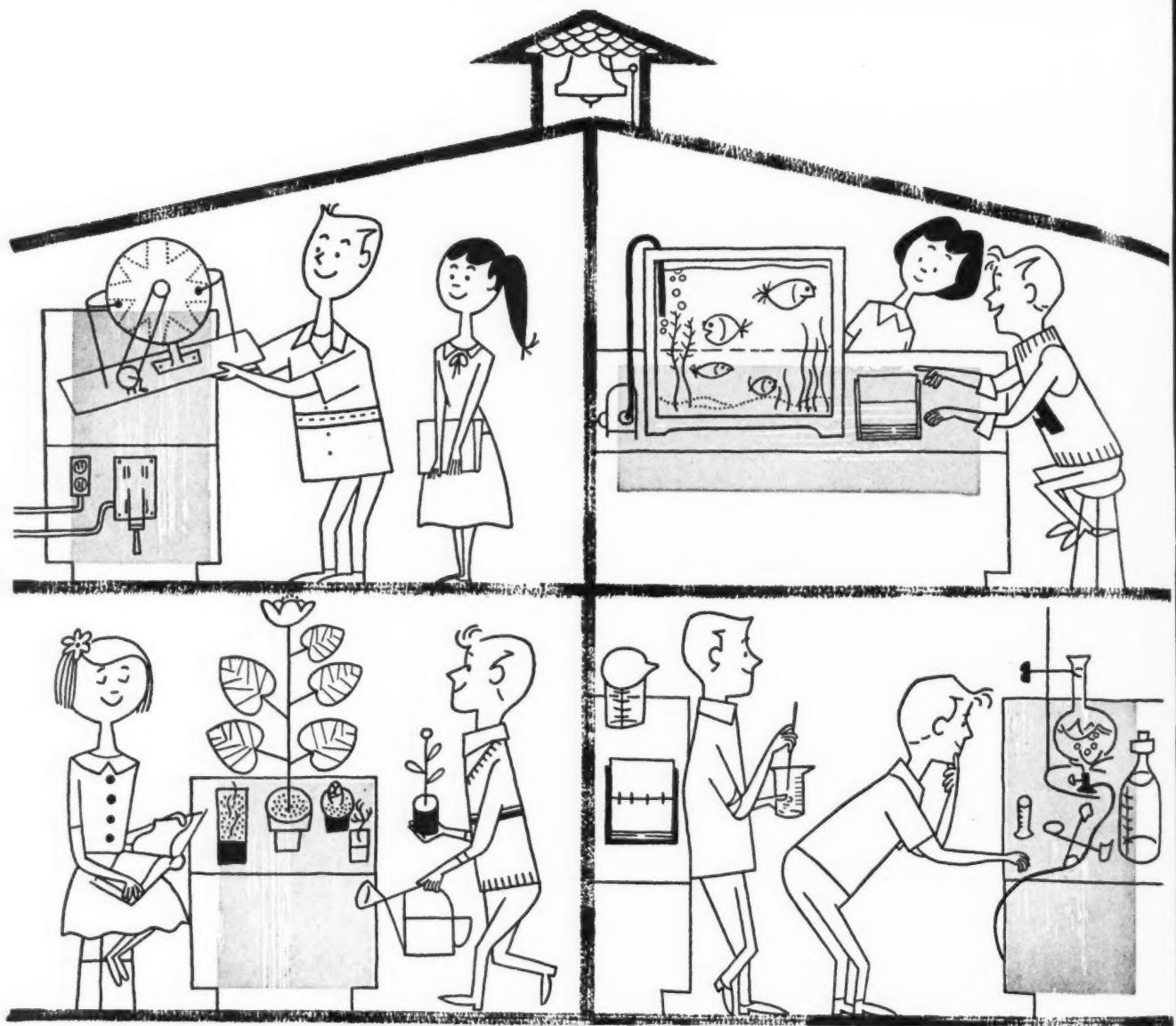
HONORING GEORGE KYTE, retiring professor of education at U.C., Berkeley, and past president of Phi Delta Kappa, a special dinner will be sponsored by Lambda chapter May 9. Dr. Kyte is acting dean this spring during the sabbatical leave of Dean William Brownell.

JOHN T. WARBURTON, principal of Grossmont high school, San Diego county, won the title "Principal of the Year," bestowed by the Arthur C. Croft Publications of Connecticut.

ELIZABETH YANK of Marysville, a member of the 11-member NEA executive committee for the past two years, has been endorsed by many California groups as a candidate for NEA treasurer. The NEA Relations commission has named a campaign committee to work until St. Louis convention in June.

DR. NOLAN D. PULLIAM, superintendent of Stockton city schools, was one of 20 U. S. school administrators appointed by U. S. State Department to tour educational system of France and the Netherlands during February and March.

HANS REINES, principal of the Hamilton elementary school in Willows, was honored last month by his community to mark his 40th year in teaching. In his 39 years as principal at one school he has never missed a day due to illness or other reason.



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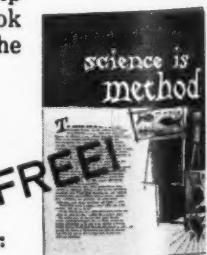
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## *Views from the executive secretary . . .*

### *Consulting Group Report*

REPORTS have been received to date from about 300 CTA Consulting Groups in the first year of the operation of this program. Reports are still being received at state headquarters. Those groups which met since the first of the year but have not yet filed reports of their studies of teacher education are urged to do so.

The Research department is summarizing responses and a preliminary report will be given at the State Council meeting in Asilomar this month. A more complete summary will be available for publication in the *Journal* at a later date.

Those who participated in the Consulting Group program made a real contribution to the ultimate solution of our problems in teacher education. They assisted in establishing an aspect of our professional program which we hope may grow and become increasingly significant through the years.

### *Federal Support Is Not Federal Aid*

WE SHOULD stop talking about increasing federal aid. The multiple social problems of this country have grown far beyond the assumption that a dribble of "aid" for incidental phases of public education will discharge the responsibilities of the federal government.

It is time we discarded the outworn and unpopular concept of increasing federal *aid* and talk about federal *support*.

No program of providing relatively small sums from the federal treasury for subsidy of this or that particular aspect of the school program can give public education the strength to meet the increasing demands of the age in which we live.

The Murray-Metcalf bill, now progressing through committee hearings of the Congress, contains far-reaching provisions which can rightfully be described as federal support pro-

ARTHUR F. COREY



gram. In the light of changing public concepts of federal responsibility, it deserves passage in this session.

### *Commission on Higher Education*

COORDINATION of our various programs of higher education in California is charged to no particular body save the Legislature itself. Recent news accounts of the inability of the Board of Regents and the State Board of Education to agree on delineation of function or upon the location of new institutions is a repetition of similar failure in the past.

Higher education faces problems which should be receiving the most careful planning and coordination. The Legislature faces in the present session many bills affecting the state's system of higher education. The California Teachers Association should be able to speak with authority on many of these proposals.

Among other functions defined before the creation of our new Commission on Higher Education is the study of legislative issues. In the future the Commission will be able to recommend appropriate action to the CTA Legislative committee and the State Council of Education.

The teaching profession cannot afford to ignore the problems of the colleges and the universities, nor can it permit problems to be resolved on the basis of political expediency.

*A.F.C.*

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# CALENDAR of coming events

## APRIL

7-11—Council for Exceptional Children, 36th annual convention; Atlantic City, N. J.

9—Commission on Educational Policy; Asilomar

9—NEA relations commission; Asilomar

9—Classroom teacher presidents; Asilomar

9—Central Section board of directors; Asilomar

9-12—California Assn. of Women Deans and Vice Principals, biennial conference; Huntington-Sheraton Hotel, Pasadena

10-11—CTA STATE COUNCIL; Asilomar

10-11—California Assn. for Supervision and Curriculum Development, Bay Section meeting; Sonoma Mission Inn

11—State board of directors; Asilomar

11—CSF South Central Region conference; Manual Arts high school and University of Southern California, Los Angeles

12-15—California Assn. of Public School Business Officials, annual conference; El Cortez Hotel, San Diego

12-18—NATIONAL LIBRARY WEEK

13-14—CRTA state board of directors meeting; Sacramento

13-16—Department of Audio-Visual Instruction, NEA; national convention; Seattle, Wash.

17—Northern Section budget committee; Sacramento

17-18—California Council of Pupil Personnel Assn., spring conference section meetings; Los Angeles, Fresno and San Francisco

18—Northern Section board of directors; Sacramento

18—CSF Central Region conference; San Jose state college, San Jose

18—Advisory panel on evaluation of program and services, CTA, San Francisco

18—CESAA Bay Section meeting; Concord

18—Northern Section California Education Club conference; Chico

18—Central Section advisory committee; Fresno

18-22—Bay Area Science Fair, Academy of Sciences, San Francisco

22—Northern Section officers meeting; Sacramento

24—Southern Section board of directors, Los Angeles

22-25—American Industrial Arts Assn., NEA annual convention; Long Beach

23-25—CSTA Executive council (annual); Asilomar

24-25—CESAA Northern Section spring conference; Chico

25—CSF Northern Region conference; Sacramento senior high school, Sacramento

25—Northern Section international relations institute; Sacramento

25—Central Coast board of directors; Salinas

27—Section secretaries meeting; San Francisco

27-May 1—PUBLIC SCHOOLS WEEK

29-May 1—CSSA Northern Section spring conference; Richardson Springs

## MAY

1—Bay Section board of directors meeting; Burlingame

1—Educational policy commission, CTA, San Francisco

1-2—CSSA Southern Section spring conference; Long Beach

1-2—CSF Council for Exceptional Children, state convention; Fresno

2—CESAA North Coast Section meeting, Crescent City

2—CESAA (with Supervisors Assn.) Southern Section meeting, Long Beach

2—California council of geography teachers, annual meet-

ing; Long Beach City College, Long Beach  
 2-ARCOSS meeting; CTA-SS building, Los Angeles.  
 2-Central Section council; Visalia  
 4-8-California Congress of Parents and Teachers, Inc., state board of managers meeting and state convention; Statler-Hilton Hotel, Los Angeles  
 9-Section Council meetings: Bay, Berkeley; Central Coast, Salinas; Northern, Nevada City; Southern, Los Angeles  
 June 28-July 3-98th annual convention National Education Assn., St. Louis

## CSTA to Plan Student-Faculty Communication

An important area of discussion for the California Students Teachers Association conference at Asilomar April 24-25 will be the improvement of student-faculty communication through effective cooperation of TEPS committees.

Successful launching of a plan at Sacramento State College, involving the Education division faculty and the local CSTA chapter, will be described by Dr. Merle W. Vance, assistant professor and CSTA sponsor at SSC. His proposal will also be published in next month's issue of the *Journal*.

CSTA leaders hoped that the Vance plan would be placed in wide use to help student teachers express criticism of teacher education programs and to help orient new students. Evaluation of programs by faculty and students jointly will lead to needed changes, it was believed.

Nominees for state CSTA offices will be submitted by state college chapters from San Francisco, San Fernando, Los Angeles, San Jose, U. C., Davis, and College of Holy Names.



## SUMMER SESSION in Santa Barbara

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## Classroom Camera

Gwenn R. Boardman

**E**XPRESSING ideas, recalling events, seeing things missed before: these are only a few of the learning benefits you can expect from taking your camera to school to record class activities.

*Mrs. Boardman, teaching for the second year in Riverside city schools, has found photography useful in her classroom. As described in her story, the three pictures on these pages were taken without special lighting. They speak eloquently of photographic possibilities with the unposed candor of small children; even if they did not illustrate an effective educational technique, we would find them interesting as evidence that kindergarteners can learn with rapt concentration.*

I used an inexpensive twin-lens reflex in kindergarten last year. It was my first experience with anything beyond ordinary home snapshots. My husband showed me how to use a light meter, I bought some fast film (Kodak Tri-X), and took pictures by "available light." Results were good enough to convince me that the camera can be used by any teacher wishing to enrich and improve the school program.

Primary teachers will find that photography meets many basic needs, particularly in the field of language development. Children are interested in themselves and in things close to them. Their very own photographs

stimulate conversation in even the shyest children. Visual and auditory perception are sharpened with the aid of photographic reminders of classroom activities—a goose seen at the farm during a field trip is more readily associated with the word *goose* than is a picture clipped from a magazine; the children recall "This is the goose that said 'Erk, erk!'"

Emotional health can be improved through photography. The child who simply cannot paint or (in later grades) produce good written work can have his strengths recorded on film. Mary's good posture, Robert's observance of safety rules, Danny's talent for arranging flowers—all these can be recognized, and photographs can join the bulletin board display of more conventional "good work."

Parent education can be improved through your photographs. Even the working parent who is unable to visit the classroom will be able to share in the program and gain an appreciation of learning experiences.

Pictures are, indeed, worth a thousand words, especially when you make them yourself, for the benefit of your own students. **★★**



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## REPORT ON WORKING CONDITIONS

# A '59er on Rock Creek

ONCE MANY YEARS AGO, I was in a party of Fresno State College Pi Gamma Mu students which made a weekend tour of California's gold rush towns. The trip was memorable for being led by a silver-haired gentleman, Mr. Winchell, who from his childhood personally recalled scenes and events around old Fort Miller. If my memory is correct he reported his own birth in the Army hospital building, then still standing. The hospital is now beneath Lake Millerton behind Friant Dam, and almost beneath my own threshold of memory.

This reminiscence is prefatory to the point that in the course of the trip, in several locations, Mr. Winchell showed us the remaining traces of "diggings" where men of many nations had toiled with shovel and pan or rocker to glean a residue from the first rich strikes which early arrivals had skimmed off to roar away in glory. Gold was still there. To get it, one had patiently and diligently to turn the earth over again and again. The take was small, but the traces were unmistakable and rewarding, although the back-bending was prodigious.

More recently I have been doing a little digging myself, far from any roaring gulch on the western Sierra Nevada slope. But back here on Rock Creek, I find that Mr. Winchell's lesson to us college seniors still has all the force of its original moral. Gold is here; the traces are unmistakable and rewarding. And the backbending still requires effort. I refer to my current task of uncovering and specifying the conditions of work for teachers and school administrators which will give assurance of quality results in the classrooms of the nation.

I'm camped out in the NEA Department of Classroom Teachers—high class camping out it is too, none nicer—and Rock Creek is really a half mile away. We don't use a shovel and sluice box back here, a questionnaire and a library being more useful tools. But the technique is not too different from that earlier one. I patiently turn the ground over and over, to pick out the scattered facts which surely point to a firmer public understanding of the need for proper working conditions in the schools. An interesting part of discovering these is that they are the facts which have also long gone by the name of good educational conditions for students. This is so apparent that I can scarcely distinguish between the two names. Good working conditions for school staffs and good educational conditions for students are equivalents. But then, maybe you knew this all along.



**KENNETH R. BROWN, CTA Professional Services Executive and former Director of Research, took a leave of absence from California last November to accept an invitation from the NEA Department of Classroom Teachers to direct a special study of working conditions of teachers and school administrators. The report below is a letter to the Journal editor describing by metaphor his progress on the nationwide project. With returns now coming in for summarizing, he hopes to have his gravel beds panned out late next month. The photograph above, unlike those of earlier prospectors, was taken just before the learned doctor left for the Eastern goldfields.**

Another interesting observation, which really set me off on the gold rush parallel, is that this is a field of research and study which has been gone over many times in the past by other diligent workers. Far from being a pioneer on this job, I find I am not unlike those Chinese who followed up the first miners in California some 100 years ago. They could not possibly have failed to note that they were re-working ground which had yielded richly before them, nor can I.

In fact it remains a puzzle that with so much good rich metal produced in previous studies, why is it that many districts have been so slow to recognize this primary need in their schools and see that these essential conditions prevail everywhere? Didn't Dr. Conant recently conclude that all schools might be made as satisfactory as the best ones he saw, if the citizens in each locality elected a good school board, demanded improvements, and were prepared to support the changes? This is what I mean.

I have found that in a 1920 study of the North Central Association of Colleges and Secondary Schools, one of the pioneer stalwarts in school accreditation, 5,200 teachers had expressed their judgments on class size and teaching efficiency: This report is fascinating in one respect, that it was made just as the so-called "scientific study of education" was making headway after World War I. Substantial reference was still being made to "recitation" and "class exercises;" such terms as "activity," "project," and "child-centered" had not yet made

any impact. In fact, one can definitely catch the flavor of the kind of school to which some people would have us return.

And do you know what those secondary teachers were saying? "Classes must be small enough for frequent recitation. Daily recitation of every student is the ideal." "Classes of moderate size are favored because the more general participation makes the recitation a social enterprise." ". . . classes in which it may be possible to recognize individual differences—which is the very essence of teaching." "For efficient work the atmosphere of a class must to a large degree be natural and informal. A very large class necessarily involves formality, restraint, and mechanical procedure. It spells disaster to the personality of teaching." "So long as students of different stages of advancement are simultaneously under the teacher's supervision, the number must be smaller than for a homogeneous class." Today's teachers might be saying them.

The study director in 1920 came to the conclusion that the total group of teachers recognized the complexity of the issues and considered that no one class-size figure could be named as best, that differences had to be recognized according to subjects and grade levels.

Then right out of the middle of the conclusion a goblin jumped, which brought to my mind at once the three ghosts in Dicken's classic—Christmas past, present, and future. Remember now, this was only two years after the close of a great world war:

"Teachers in small schools give low estimates for certain classes, because they have had no experience with larger ones . . . At the same time, teachers in large schools illustrate a principle of psychology, which is of very wide application: they have become so accustomed to contend with numbers that they tend to accept as satisfactory a situation which is tolerable only because so long borne. It is also apparent that in making their estimates teachers of large schools stretched their consciences to the limit. They realize better than the teacher in the small school the gravity of the administration problem that has come with the phenomenal growth of high school attendance. They show this by writing, 'a maximum of 25,' or by answering, '25 or less.' " [The teachers in small schools were writing in 15 and 15-20.]

The almost bitter pang of finding the report is that after 1920 this accreditation association, which had

firmly stood for modest class sizes as one of its accreditation requirements because it believed that better education followed, abandoned the policy because of swelling enrollments and teacher shortages. The experience is so much like World War II, that one has that eerie feeling, "This is where I came in before."

This is what they abandoned:

—The number of daily periods of classroom instruction given by any teacher should not exceed five. The Committee will reject all schools having more than six recitation periods per day for any teacher.

—The minimum length of a recitation period shall be forty minutes exclusive of all time used in the changing of classes or teachers.

For interpreting this standard in connection with laboratory work in science, and in connection with study room supervision, a double period may be counted as the equivalent of one class room exercise for teachers of academic subjects, provided that no combination of such work amounting to more than thirty-five periods a week be required of any teacher.

For schools having some definite plan of supervised study, not more than five classes per day should be assigned to any teacher, with the advice that the maximum be four.

—No school whose records show an excessive number of pupils per teacher, based on average attendance, shall be accredited. The association recommends twenty-five for a maximum. In general, no teachers of academic subjects should be assigned more than 150 student hours of class room instruction per day, organized in not to exceed six classes per day.

Well, I'm digging in many other pits besides the one on class size. Virtually every one turns up flakes of pure gold left from the nuggets of yesteryear. But with our questionnaire we hope to strike a few solid chunks of our own on such matters as recognition of the local professional association, agreement on administrative-staff relationships, need for discipline policy, need for pupil performance standards, provision of staff services, and so on.

On the three-page questionnaire we sent out in January we hope to assay some rich pans. The diggings are extensive and we have already refined a large poke of golden information. If we only have the courage and the will to mint it, we can have those good conditions in schools which we know ought to prevail. But I must get back to the diggings. So long for now. ★★

## PUBLIC SCHOOLS WEEK

CALIFORNIA SCHOOLS will have their 40th annual opportunity to "show off" to the public during the week of April 27 to May 1. The public, too, will find a special welcome in classrooms, laboratories, and school auditoriums as thousands of teachers prepare exhibits, programs, and impressive events for Public Schools Week.

Although many districts have prepared for the Week with year-round public relations activities, many schools will make final plans during early April. Pertinent suggestions for planning are contained in an at-

tractive two-color brochure produced by CTA Public Relations department, which was mailed last month to all chapter presidents, all superintendents, and to all Los Angeles city schools.

Masonic Lodges of California, originators of the Week, are also using the CTA brochure in promotion of public interest in the schools.

CTA has prepared television slides and copy which will be used by TV stations during the annual observance. ★★



# The Joys of Teaching

Frederick Mayer

TEACHING demands optimism. We need not so much the type of optimism represented by Leibniz in his faith that this is the best of all possible worlds, nor the optimism reflected in popular books on self-help, but the type of affirmation as represented by Schweitzer. Reverence for life, dedication to humanity, stress upon genuine morality—these ideals of Schweitzer have a genuine meaning for education.

Optimism depends on the affirmation of life. As we read in *Our Town*, most individuals are troubled and caught by petty sensations. They do not realize the magnificence of existence.

Teaching is a form of inspiration. The student becomes aware of his own creativity and the richness of nature. He ceases to regard knowledge as a collection of facts; instead he regards the quest for knowledge as a pilgrimage with unlimited frontiers. He becomes aware of the perennial vitality of ideas. He identifies himself with the subject which he is studying. In short, he becomes a participant in the enterprise of culture.

Without inspiration teaching becomes an exercise in sameness. Without inspiration teaching is mechanical. Without inspiration teaching makes for inert and unimaginative individuals who give only lip-service to education.

The inspired teacher is never disheartened. He is never a pessimist about the future and the possibilities of man. In a slum section he sees the possibilities of social engineering. Among the over-privileged he cultivates a sense of simplicity. When he deals with handicapped children he shows that the only real handicap is limitation and narrowness of vision. When he teaches gifted children he inculcates in them a sense of humility and social responsibility. When he instructs our senior citizens he becomes a symbol of perennial youth and vitality. In a vocational school he upholds the power of applied knowledge which can liberate humanity.

The inspired teacher is the inveterate foe of convention and conformity. He realizes that blind adherence to the group and the negation of individuality contribute to a regressive culture. He realizes that what matters most in the educative process is not formal knowledge,

*Dr. Mayer is professor of philosophy at the University of Redlands. This article is a portion of a chapter in the author's new book, tentatively titled "In Defense of American Education," which will be released by Fearon Publishers of San Francisco this summer. Another chapter was published in February issue of CTA Journal.*

but creative imagination. He knows that in all learners is a creative spark which makes life exciting. *To discover the spark is to discover reality; to overlook it is to overlook the central fact of human existence.*

Why do imaginative children turn into such colorless adults? Why do individualistic children become other-directed adults? Why are exciting youngsters so utterly unexciting twenty years later? The reason for this melancholy transition lies in the values we cherish. We seek easy success. We believe that material goods will give us lasting satisfactions. We become prisoners of utilitarian philosophies and of the practicality we cherish. We are equally frustrated when we fail and when we achieve our sensate desires.

As Thoreau observed, too many individualists are tormented by a feeling of futility: What is called resignation is confirmed desperation. From the desperate city you go into the desperate country, and have to console yourself with the bravery of minks and muskrats. A stereotyped but unconscious despair is concealed even under what are called the games and amusements of mankind. There is no play in them, for this comes after work. But it is a characteristic of wisdom not to do desperate things.

*"When we consider what, to use the words of the catechism, is the chief end of man, and what are the true necessities and means of life, it appears as if men had deliberately chosen the common mode of living because they preferred it to any other. Yet they honestly think there is no choice left. But alert and healthy natures remember that the sun rose clear. It is never too late to give up our prejudices. No way of thinking or doing, however ancient, can be trusted without proof. What everybody echoes or in silence passes by as true today may turn out to be falsehood tomorrow, mere smoke of opinion, which some had trusted for a cloud that would sprinkle fertilizing rain on their fields."*

Pythagoras one time divided human beings into three classes: some, he asserted, sought honor, others sought riches, but the most discerning sought wisdom. *To teach is to be interested in the centrality of life.* Teaching is the pursuit of wisdom.

Knowledge is quantitative; it is concerned with facts and verification. Its progress depends on analysis. Wisdom depends on intuition and feeling as well as on reason. Wisdom is based on insight; it simplifies; it is concerned with essentials. Since wisdom does not depend on formal education, it is open to all classes.

Emerson once said that there are two types of teach-

ers. Those who, like the empiricists, teach from the outside, and those who, like the poets and mystics, speak from their heart and go to the very foundations of life.

The joy of teaching, especially in the United States, is the joy of making friends. Old fashioned educators stress the importance of dignity and aloofness. This is a mistaken attitude, for it widens the gulf between teacher and student and it creates artificial barriers.

I remember my French teacher in the German gymnasium which I attended. He was like a dictator. When he entered the classroom we all rose in unison; anyone who was slow was punished. He made us memorize two pages of French at a time. He roared at us when we made a mistake; often he used sarcasm and bitter irony. We trembled when he gave a test. He never smiled; to him teaching was a somber profession.

On the other hand, my teacher who taught German was a plump individual who looked like Santa Claus. He encouraged us to think for ourselves. His examinations were fair and meaningful. He was our friend and whenever we were in trouble we would see him. He had a magnificent sense of humor and thus he made our studies more alive. His classes were always informal. He would have an open house on Sunday and alumni would return, still nostalgic about their German teacher.

He has been dead for many years; but I still remember him almost as if I were still in his class. One time, I was discouraged because I had received a poor grade on my French test. He took me out for a cup of coffee and he said: "Remember that in education as in war the first battle is not important. What matters is the final victory."

Students who come over from Europe are constantly amazed at the informality of American teachers. They are surprised by the questions which American students ask and by the emphasis on discussion which prevails in our classrooms. This is a valuable achievement and is the foundation of real democracy.

The pleasure of teaching lies in its anticipation of the future. The true

teacher never grows old. I remember my friend Dr. Hart from the University of California who calls himself the Billy Sunday of education. Although he is retired and his health is poor he will speak to countless meetings, always advocating the advantages of public education. He is dreaming of an international university and this vision keeps him young. While other men of his age are sitting in hotel lobbies or playing bridge, he will be one week in New York, the next week in California, forever active and planning new

ideas and new books. "I wish," he said to me, "I could live to be 150. I am just starting my education."

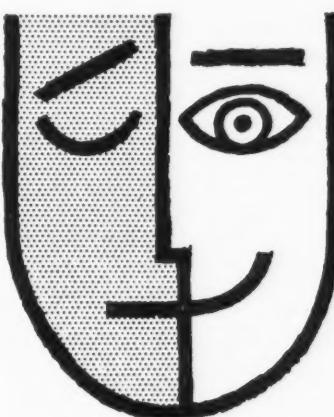
The real teacher loves his subject with a passion. Thus the past becomes more immediate than the present. When students at Chicago listened to Wilder tell about the Peloponnesian War they almost forgot they were living in the 20th century. One of my students who is especially dramatic teaches world history. So impressive is he that his pupils frequently stay after class; they are sorry when the bell rings. I asked one of his pupils what he had derived from the course. His reply was: "He made history as dramatic as a best-seller."

As teachers we feel that we are part of a cause which transcends our own destiny. As individuals we feel the transitoriness of life, what Whitehead calls the mortality of all occasions. But when we participate in the process of knowledge, we almost achieve a sense of immortality. The quest for truth is timeless. Teachers may change, culture may be different, but the desire for enlightenment is the same in all periods of history.

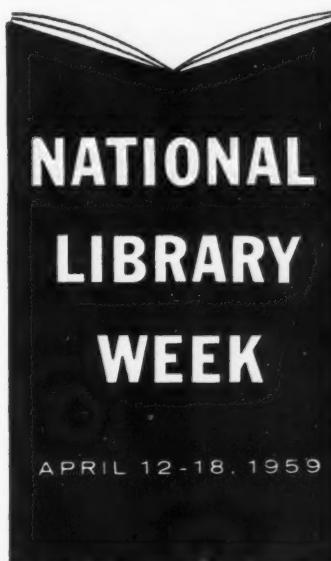
To be a successful teacher in our system of education implies an insistent faith. This does not imply a religious dogma, nor a political principle. Faith in education refers to the condition of mankind. Of course, in any classroom we find those who are dull and lethargic; still, there are always those who are eager for knowledge and who respond magnificently. As soon as we become victims of routine, we lose our effectiveness. As soon as we lose our faith that we can reach all students, we become cynics.

We must never give up hope. To be sure, we may have classes with a low I.Q. or with discipline problems, but these are not insurmountable problems. Our faith radiates; *our idealism has tangible consequences. I have never yet met really poor students, only unawakened students.*

Ultimately, the joy of teaching is the joy of living profoundly, of living with a purpose and a goal. Through teaching we build a bridge between ideal and reality, between our hopes and our achievements, between the present and the future. ★★



## WAKE UP AND READ!





# Oleander Is A Poisonous Beauty

Carl Berryman

FEW schools or homes have poisonous plants growing near them. Fortunately, herbs such as digitalis, daffodils, and jonquils are very fragile and require careful gardening, so children learn at an early age to leave them alone.

There is a shrub, however, the common oleander, *Nerium oleander*, of which this is not true. It is tough and can take a terrific amount of punishment, but its sap is poisonous and this makes all parts of the living plant poisonous. The plant is a native of the Mediterranean region and has spread throughout the world within its environmental limitations, which are very great. It grows both as a wild abandoned shrub and as a cultivated plant, indoors and out.

The plant is a desirable ornamental and will withstand drouth, the competition of other plants, the beating given it by children and the highways, is practically disease free, blooms most of the year, has no thorns and does not shed its leaves all at once. It has another good feature which appeals to the economy minded board member, and that is, the plant always looks nice, though it may get almost no care.

Webster's unabridged dictionary defines the oleander as: "A plant of the genus *Nerium*; especially, *Nerium oleander*, the rose bay, a beautiful evergreen shrub with flowers in clusters. The plant, especially the bark of the root, is medicinal and every part of it is extremely poisonous." The principal known poison in oleander sap is the cardiotonic glycoside, *oleandrin*.

Mr. Berryman is a teacher of biology in the Stockton unified school district. The photograph above, courtesy of Miss Verna Johnston of his staff, shows typical flowering of oleander. At right is a closeup of stem and leaf, courtesy of Division of Highways.

## Children should be warned of potential dangers in familiar schoolyard shrub

Cardiotonic glycosides found also in the bulb part of daffodils, jonquils, and certain other plants, are violent heart stimulants. They do not act upon the central nervous system as do some of the alkaloids, but rather upon the myocardium or heart muscle directly, according to Professor Roscoe of the College of the Pacific, School of Pharmacy.

Some part of the living plant such as the leaves, bark or roots, must be eaten for poisoning to result. The amount necessary to poison will vary with the person and also the toxicity and amount of sap in the plant.

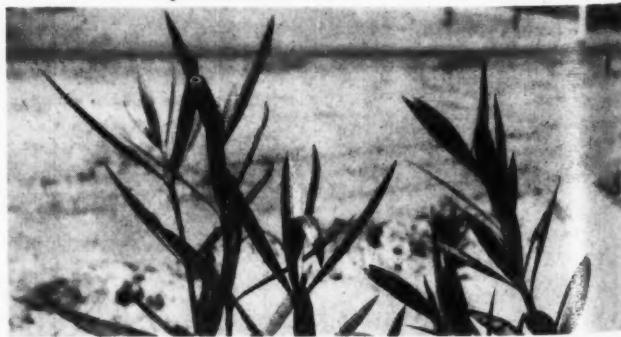
Information on file in the library of the Pacific School of Pharmacy gives the symptoms of oleander poisoning as: vomiting, abdominal pains, dilatation of the pupil of the eye, dizziness, convulsive movements, and a very weak pulse, which may last for some time.

In case of poisoning, follow the recommended procedure for internal poisoning at your school. If none are recalled, follow those given in the Red Cross First Aid Manual, for poisoning by mouth: send for a doctor, dilute the poison, and make the victim vomit.

In some areas of Southern Europe, oleanders are used to poison rats and, as one might expect, some humans have also been poisoned. Another place closer home where humans have been poisoned, is Hawaii. Three teen-age soldiers from Schofield Barracks in Hawaii are reliably reported to have died as a result of toasting some sandwiches on green oleander sticks while on a hike. The sap containing the poison boiled out into the sandwiches as they were being toasted.

The natural reaction of all of us to such information is to get rid of the oleanders at once, but is that the best solution? Boys and girls have lived among oleanders all their lives and probably will continue to do so. A better solution is to teach them to live with the oleanders, but with less danger to themselves and others around them.

Why not use the oleander as a teaching device, and make a campus field trip of the lesson? Students of all ages will be much more likely to recognize the oleander upon seeing it again and to associate danger with it if the lesson is presented with an oleander in front of them. Some bloom should be on the plant and if the different color blooms are available, a much more effective lesson can be presented. \*\*



## ETHICS OF RECOMMENDATIONS

# Use of Employment Letters Studied

*On recommendation of the CTA Professional Rights and Responsibilities Committee, the CTA Personnel Standards Commission made a study of certain placement procedures. The statement below, written by James M. Williamson, CTA Personnel Standards Executive, and approved by the Commission, represents another in a series of interpretive positions on use of the CTA Code of Ethics.*

THE CTA Personnel Standards Commission and the Professional Rights and Responsibilities Committee have been concerned in recent months about practices in three areas of recommendation and employment. They include: (1) ethics of recommendations, (2) exchanging "good recommendations for a resignation" and (3) completion of contract agreements. Violations of the Code of Ethics in these areas have been so numerous as to warrant the immediate attention of the profession.

The letter of recommendation provides the main basis for a teacher's or administrator's selection for employment and controls to a great degree his movement up or down the ladder of professional success. Therefore, such letters are a matter of utmost importance.

The CTA Code of Ethics declares that in meeting his responsibility to the profession, the teacher "requests honest recommendations for himself; he gives honest recommendations for others." What then should the testimonial writer include in the letter so as to be sure he is being ethical, just and accurate? The Teacher's Code handbook provides some excellent guide lines in this respect:

- A. Does the candidate have good or outstanding abilities or qualities? Then list them.
- B. Does the candidate have weaknesses that adversely affect (1) his professional effectiveness or (2) his relationships with others? Then list them.
- C. Did the writer observe qualities in the candidate (1) which would fit him especially well for a certain type of position, or (2) others which would make him inadequate in specific assignments? Describe these abilities and handicaps.
- D. Perhaps the writer truthfully feels that the experience of the candidate of whom he is writing has prepared that person to perform adequate service, though previous inadequacies make it advisable for him to proceed with a change of scenery—the challenge of a fresh start. *Then the writer should let his words convey his exact meaning.*

If the candidate's difficulties in the writer's school system involved extenuating circumstances which might not be encountered in a new position, the writer should include that explanation. However, if it is certain that the difficulty was strictly local (such as the young man denied tenure after three years of outstanding service, because he was disliked by a certain local person who had exceptional influence) then there

## Commission issues statement which will clarify responsibilities in placement procedures

seems to be no need to permit such an injustice to cast any question on the candidate's ability.

But if, after adequate observation, the writer believes that the candidate is unsuited for the teaching profession, words should *not* conceal that opinion.

A letter of recommendation is an honest expression of the writer's assessment and evaluation of the professional capabilities of the individual concerned. It should be complete within itself, *i.e.*, it should not be a fragmentary report with a note appended stating "for further information please call."

A prospective employer should be able to review an individual's placement file and obtain an accurate and honest evaluation of the person's competence without feeling he has to follow such scrutiny with a telephone call before deciding to employ.

Many invitations to "phone" are sincere efforts on the part of some administrators to be more helpful to both the employer and the candidate, but regrettably there are other instances when for some reason or another the administrator is reluctant to express himself truthfully and honestly in writing. He therefore follows an acceptable letter of recommendation with an invitation to telephone, whereupon he proceeds to impugn the candidate to the extent that the teacher finds it practically impossible to obtain a position. This is not only unprofessional, but basically dishonest as well.

Certainly we cannot condone incompetency in the profession, but neither can we condone this type of conduct, for it is possible that a district would not "phone" but accept the letter on file as an accurate evaluation and would offer a contract on the strength of it, resulting in the district and its children acquiring a teacher of questionable competency. Placement agencies and certainly district representatives, if they adhere to the NEA and CTA codes, consider recommendations completely confidential so no one should be reluctant to express himself fully and truthfully when writing a letter of recommendation.

Too frequently a situation occurs when a teacher is given the "opportunity" to resign in exchange for a "good" letter of recommendation. A person offering or accepting such a proposition is considered by the profession to be acting unethically and unprofessionally. The Education Code provides ways by which a district may proceed to dismiss a teacher and it is encouraged to use these channels to abrogate the contracts of those unsuited to teaching.

A teacher is entitled to a hearing before he is dismissed and should feel under no obligation to resign prior to the termination of his contract. A good letter of recommendation does not make a good teacher, and the administrator in offering such an opportunity is perpetuating a fraud upon the district employing the teacher in the future. The teacher is either doing himself a great disservice or becoming a party to the fraud by agreeing to such an arrangement.

The third concern involves the completion of contract agreements. Teachers have the right to expect a district to live up to its contract agreement and probably would not hesitate to compel it to do so by legal action. Conversely, it is logical that a district would expect a teacher to honor an employment contract. There are occasions when unforeseen emergencies arise which make it almost mandatory for a teacher to ask for release from a contract. These cases are understandable and usually a district will agree to the release. However, there have been cases recently which are in need of solemn consideration by the profession.

The case of the teacher failing to receive a homogeneous class, leaving her position shortly after the opening of school; a teacher having a mild misunderstanding with his principal and of then immediately

walking away from the school, not to return; the "homesick" teacher leaving his position to care for his widowed mother who was fully capable, financially and physically, of taking care of herself; or the one who hung her keys on the schoolhouse door and left town without notifying anyone. This type of conduct by teachers can do nothing but bring discredit upon the profession and possible credential suspension upon themselves.

Although not legally required to do so, teachers and administrators should consider a verbal offer and a verbal acceptance of employment as binding. Every year teachers accept positions, are informed that a contract will be forthcoming when the board approves the appointment, and are forgotten when a better qualified person appears.

Teachers who do not return contracts but promise to appear for the opening of school and do not do so are just as unethical.

The Commission realizes that members involved in these infractions represent only a very small per cent of a fine profession, but as in every other group, the actions of a few reflect on the many. If we are to be truly professional, we as a profession cannot tolerate unethical or unprofessional acts on the part of our members. \*\*

## Faculty Meetings Can Be Better

**Leonard L. Lasnik**

TEACHERS dislike faculty meetings! Is this a harsh statement? I hardly think so. The reasons for dissatisfaction are many. High in priority is the idea that staff meetings are not productive in any sense of accomplishment. If anything is accomplished, it is in terms of strengthening administrative ego. If anyone has participated in the meeting it has been the administrator following a rigid agenda, a time schedule, and a compulsion that he must tell the group what it is all about. Strauss in his book, "New Ways to Better Meetings," has called this the "Lambs-to-slaughter" committee.

Teachers feel, and rightly so, that

*Mr. Lasnik is principal of North elementary school in Tracy.*

what has been told to them in the faculty meeting could very well have been handled through an administrative bulletin. They also resent the lecture approach when they feel they are not in need of inspirational guidance.

Staff meetings can, with emphasis on identification of local school problems, be turned from a poison into a life-giving source for staff growth. The start of a new school year should be the start of inservice growth.

Staff members often feel that there is a lack of purpose in meetings which bar discussion on an operational level, thus killing effective improvement of the teacher as a professional person. Teachers want to participate in the evaluation and planning of school problems as they relate to the improvement of instruction. When their ideas are accepted

**When teachers actively participate in problem solving, they take new interest in staff assemblies.**

and nurtured by the staff and the administrators, faculty meetings will have new significance and stature.

In a way, teachers and principals who feel that staff meetings are inadequate are fortunate. A staff intent on improvement of meetings would start out with overt dissatisfaction and this is a healthy sign that improvement is possible. It would be more difficult to improve faculty meetings with a group of teachers and principal who held complacent or apathetic attitudes than to work with a group of educators who showed dissatisfaction in and after meetings.

Teachers and administrators who believe in the strengths of group work and its democratic outgrowths will become the key people in the total improvement process. Each member on the staff is responsible in

one way or another for the improvement of the staff as a group. Each has a stake in terms of focusing attention on each teacher's and administrator's role in furthering professional attitudes, interests and action in inservice growth so that each child in the school may be challenged to his highest ability. If staff meetings concerned with problems—real problems—teacher problems—ultimately become the center of school discussions, the improvement of the instructional program in terms of effort, time and money will result in increased challenge to children.

Staff meetings improve in great measure when school staffs go from the talking stage of problems and their identification to the doing stage or solving arena. The program meeting becomes a place where, through group participation, ideas are changed, where problems are based upon previous experience and testing and plans for action are evolved.

Teachers working in a truly democratic situation should be able to assume leadership in working with the principal to improve staff meetings. Where this democratic team approach exists, teachers are able to talk about their professional limitations and develop ideas as to improvement. Each link as it improves tends to improve the strength of the entire chain.

The principal helps in supplying resources of all sorts—books, pamphlets, audio-visual aids, and specialists. He should generate enthusiasm for the staff work at the meetings.

The school staff is a professionally productive staff when it feels free to discuss problems, plans, methods and materials which can change the static scheme of things. These meetings deal with *something* which the teachers and principal feel is important. The meetings are planned for and by teachers with the principal participating as an active member of the group.

The first role of the leader—teacher or principal—should be to help create an atmosphere which is business-like and friendly. This leader should encourage all group members to comment and participate in the study of

the problem from the start of the meeting. Each member's contributions should be accepted as worthy of consideration by the group. When this climate exists, the staff as a whole—through individual participation—helps to solve problems.

A second role of the leader would be to direct the flow of discussion so that clarity may result.

A third role of the leader would be to keep the staff on the topic. Comments and questions should be developed so that the issue or problems are moved toward the solving stage rather than permitting confusion to set in.

The fourth role concerns itself with summary. Here the leader can exert his greatest influence.

As important as is the role of the

leader, the individual participant determines the success of any planned staff meeting. Each teacher has a responsibility to contribute ideas, suggestions, to listen to what others say, to relate this to the problem, to think for himself, to state points concisely and to avoid argument over details and technicalities. No teacher should assume a passive role during a staff meeting. Each teacher should be "action" conscious.

Before the meeting ends, the group should be able to see the results of its time and effort. The staff should see the next steps ahead in terms of further staff growth and improvement. When these steps are determined, the staff can move forward toward continuous improvement and success in solving the problems of the school.★★

## Blue Cross Is Only Health Plan Used By CTA, Has Many Unique Advantages

MAJOR MEDICAL type of health protection has attracted a great deal of attention from the American public. Many large insurance companies are now specializing in major medical health programs and these companies are naturally anxious to persuade any prospective customers that major medical is *the answer* to all problems of health care expenses.

Teachers in a California school district terminated their membership in the CTA-Blue Cross Health Plan and enrolled in the major medical plan offered by a commercial insurance company. The district received a rate increase of roughly 100 per cent.

Recently, another school district was attracted to a single major medical plan as a result of an intensive sales campaign by a commercial insurance company. The teachers seriously considered dropping their membership in the CTA-Blue Cross Health Plan in favor of the other major medical plan until they rechecked the many special features and advantages of their CTA-sponsored protection. They decided to retain their membership in the Blue Cross Plan which now protects over

60,000 teachers and classified school employees in California.

Last year, CTA advisory panel on insurance recommended that Blue Cross health protection be extended to include supplementary coverages to provide protection that is sometimes needed. Any group currently enrolled in the CTA plan may now add further protection to their basic plan by electing one or all of these Blue Cross options: a \$350 surgical schedule, increased allowance for doctors' home and office visits, \$300 supplemental accident benefit, increased physician anesthetist allowance, and major protection with a \$100 deductible and a maximum of \$5,000 for any one accident or illness.

Over the past five years, the CTA advisory panel on insurance has worked with Blue Cross to provide increased or additional health care benefits to members. In some cases, these benefits were made available at no additional cost to members. The options described above are available at a small increase in monthly rates.

The CTA-Blue Cross Health Plan has kept pace with the changing need for health protection. The mass

purchasing and negotiating power of CTA has been a strong factor in enabling teachers and their families to participate in a sound health protection plan from which they have received more than \$15,000,000 in hospital and doctor care benefits in seven years. *No local chapter or unit* can obtain a program on an individual basis that will even remotely compare in benefits and price with the CTA-Blue Cross Health Plan. Enrollment is sufficient to keep rates at a low and stable level.

The "basic" CTA-Health Plan includes hospital service benefits up to 100 days of hospital care. No cash deposits are needed and payments are made directly to any one of more than 6,000 Blue Cross member hospitals. Hospital benefits renew regardless of the number of claims a member has. This renewal feature means that it is impossible to reach a dollar limit such as that specified in a single major medical program.

The CTA-Health Plan provides liberal payments for surgery. There is no need to expend funds out-of-pocket because of an initial deductible before surgical benefits are available.

Other important benefits are payments for doctor care in the hospital, in the home or in the doctor's office, X-ray and radium therapy benefits in case of malignancies, physician anesthetist allowance, ambulance allowance and diagnostic X-ray and laboratory benefits. And, in addition, Blue Cross offers its major protection program which may be combined with the basic plan to provide added cushioning against unusual, but unpredictable, cases of really heavy medical expense.

The retirement and continuation privilege offered to all teachers is a unique feature. If a teacher retires or moves to another state, he or she may continue to use a Blue Cross plan. The Blue Cross membership card is a ticket of admission to the hospital—a great advantage in time of sickness.

The CTA advisory panel on insurance recommends that comparisons as outlined above be kept in mind when a local chapter is approached by a representative of a competing health plan. ★★

## Why Do I Teach?

As an elementary teacher for 20 years I have been asked many times—"Why do you teach?" This is my answer:

For me the teaching profession is the essence of creative living. In this materialistic age, it remains, intrinsically, the artist, molding, with painstaking care, the lives of boys and girls. At its fingertips is the wisdom valiantly won by our scholars.

Teaching combines two of my great interests, books and people. What, then, could be a more satisfying occupation? What could be more free from monotony than work which involves such resources as ideas and children? The elementary teacher must have many techniques and a deep understanding of children, for she deals with students in their most formative years. Besides basic skills and fundamentals, she must inculcate good work and behavior patterns. Unless she is a specialist, she deals with all the children of all the people in a community.

I like a task that keeps me on my toes both literally and figuratively. A teacher in the grades uses all her abilities, for she must be many people in one: a mother in domestic gear; a scientist in an artist's smock; a diplomat at the council table, a psychiatrist without a certificate. She must bring cohesion to any knowledge of any profession that can help her children.

I like teaching because it is a quiet and solid force in a world of confusion. I like to think my classroom an oasis in the din of blaring noises and worthless guarantees. Here, for a little while, I have a chance to expose my children to classical values and high principles. I like to think that my kind of discipline is a cogent force against juvenile delinquency, for I teach my boys and girls to be courteous, to be honest, and to be resourceful.

The respectability of my work pleases me. In contrast to some occupations, teaching demands the best of one, not only in efficiency, but in character. The public is deeply interested in the life of its children's teacher. Immorality in a Peter Pan collar may be a slick chick in some fields, but she's a dead duck in mine.

Neither does one's ultimate success depend on superficialities. Glamour can be an asset, but it is not an indispensable commodity; and time, so disastrous to veneer and youth, can add to the worth of a teacher. High fashion, while neither objectionable nor commendable, is often economically impossible. On the other hand, dullness in any dress is not disguised, and true beauty of style can be an outward expression of the instructor's personal attractiveness.

Because communism is riding the winds of today's history, I want to be part of a force that combats this evil. If, according to UNESCO authority, over half of the world is illiterate, and if, according to Lenin, the ignorant are outside the field of politics, then a teacher is America's strongest internal security against the 'isms' that sweep the world. It is in a teacher's power to create a patriot's love of democracy through comparisons and dramatizations, through the arts, and in student participation in activities that develop good citizens.

Above all, though it is not in the domain of the public school teacher to teach religion as such, ethics by any name remains the same, and by example and subtle guidance, she leads students to moral decisions.

To like her work is not enough for a teacher: she must be dedicated to it. Surely, with Eternity's evaluation of service, close to the parents and strengthening them, will be the teacher. God grant her wisdom and charity and keep her free! ★★

*ETHEL HOFFLUND, author of this statement, on leave from her teaching position in Compton schools, is mother of two, a CTA member, and an NEA life member. As a fourth grade teacher at Covina a few years ago, she wrote and directed a student production "California Under Three Flags," which won wide public acclaim. A native of Illinois, she has been a resident of California for five years.*



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## NEA Hawaii Study Tour Is Planned

NEA Travel Division, in cooperation with the Hawaii Education Association and the University of Hawaii, will sponsor a study tour this summer to the University's Institute of Asian Affairs. Designed to give teachers an understanding of historical backgrounds and cultures of the peoples of Asia, classes will meet five days a week beginning June 22 and continuing through July 31.

The academic program at the Institute on Asian Studies consists of three courses totaling six hours of graduate credit. Two of the courses are standard requirements for all Institute members: Asian Studies S 310 (3 credits), an interdisciplinary study of Asian countries with special attention to South, Southeast, and East Asia. Lectures will be given by experts on anthropology, art, economics, geography, government, history, literature, music, philosophy, religion and sociology. The other required course is Asian Studies S 311 (1 credit), which meets one evening a week for discussion and special programs such as informal Asian-style dinners, Japanese movies and demonstrations of Asian music and dances.

Institute members will take one other course for two credits in addition to the two basic courses outlined above. This course is to be selected from a list of a dozen courses relating to more specialized aspects of the Asian Studies program such as the History of the Modern Far East, Intellectual History of Modern China, Introduction to Chinese Philosophy.

The cost of this summer study experience is \$310, which includes round-trip air transportation from California to Hawaii on a United States Overseas Airlines scheduled flight using a DC-6B pressurized plane, tuition and all fees connected with the Institute on Asian Studies program, a full-day Oahu tour, a Pearl Harbor yacht trip, and transfers to and from the Honolulu airport. In addition, the NEA Travel Division will assist in making housing arrangements.



**REVISION OF CALIFORNIA'S EDUCATION CODE** is provided in a law signed by Governor Edmund G. Brown at a recent ceremony in Sacramento. Those looking on (left to right) are Harold Fishman of the Bureau of Governmental Research, U.C.L.A.; Wallace Henderson of Fresno State College; Ernest A. Engelbert, associate director of University of California Extension; Assemblyman Sheridan Hegland of La Mesa, chairman of the joint legislative committee on revision of the state Education Code; Senator Hugh L. Donnelly, Turlock, a member of the committee; Senator Donald Grunsky, Watsonville, a member of the committee, and Senator Nelson S. Dilworth, Hemet, vice-chairman of the committee.

The Code revision represents more than a year's intensive research and editing by a team of government and education experts headed by Dr. Engelbert. The purpose of the reorganization (as explained in CTA Journal for October 1958, page 14) is to provide more logical arrangement and better integration of subject matter and to remove ambiguities and inconsistencies in the wording. Further study and rewriting of specific divisions of the law is planned as the next step.

Departure is scheduled for June 20 from San Francisco, arriving in Honolulu in time to begin classes at the University on June 22. Return flight to the Mainland will be on August 1. Further information is available at National Education Association, Division of Travel Service, 1201 Sixteenth Street, N.W., Washington 6, D.C. ★★

### NEA TOURS TO ALMOST ANYWHERE

In addition to the study tour described above, NEA Travel Division has announced 35 tours to foreign lands as well as 10 domestic tours for the summer of 1959. Descriptive

folders are available on any of the tours from the above address.

Three tours to South American countries by air are scheduled this year. All originate in Miami, with departure dates set at June 25, July 17, and July 24. Rates are \$1199 and \$1437.

Three tour groups to Hawaii are set for July, with air/ship accommodations estimated at \$671 and up for two weeks.

Mexico has always been a popular offering, with five groups scheduled this year, using either bus or air transportation.

Other offerings include Alaska, Pacific Circle, Around the World, Scandinavia, and ten groups to Europe.

# Nominations Asked for Commission on Higher Education

AS A "stockholder" in CTA, every member will be interested in the implementation of Standing Rule No. 29 under which the board of directors set up the Commission on Higher Education.

The rule calls for a Commission of fourteen members, seven to represent the public junior colleges and the remaining seven distributed as follows: two representing the state colleges, two the University of California, two representing private colleges and universities of California, and one representing the public at large.

Rule 29 of CTA Standing Rules stipulates that the majority of the seven members representing the junior colleges shall be classroom teachers, and at least one each of the two members representing the other institutions shall be a person actively

employed in the teaching of at least six semester hours of classroom work.

Terms of office of each member shall be three years with provision for staggering these terms by lot among the first appointees. Actual appointment is made by the board of directors of the Association.

Rule 29 outlines generalized purposes and functions of the Commission as follows:

1. "To provide leadership in coordinating the total program of higher education in California.

2. "To aid in securing support—both financial and public—for the institutions of higher learning within the State.

3. "To foster improved conditions for the academic employees of institutions of higher learning in the areas of personnel procedure, tenure, salaries and welfare.

4. "To provide leadership and assistance in the improvement of instruction at the collegiate level."

Over 1,000 formal announcements of the Commission and its purposes were mailed last month to every active chapter of the

Association at all educational levels, and to the president, and to the dean of the faculty of all higher institutions in the state.

In those institutions of higher education where CTA does not have an active chapter, the announcement will be sent to every president of the existing faculty club or association.

Accompanying the announcements was a letter from the higher education executive requesting wide communication of the purpose of the announcement and the letter. Specifically, the letter requests all friends of higher education in California to submit individual and group nominations of outstanding individuals for consideration as Commission members. The letter further suggests that it will be the continuing purpose and "first order of business" of the Commission to undertake a study of those concerns and problems of which the Commission shall be made aware by communication to it from governing boards, administrators, and faculty members, singly and/or in groups. These problems will be studied as time, facilities, and the purposes of

(Continued on Page 39)

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# National Problems Require National Solutions

Clifford P. Hooker

EVIDENCE ABOUNDS that we are facing a major national crisis in the financing of public education in the years ahead. This crisis is the result primarily of two simultaneous revolutions in our society. Their combined effect upon public education is profound. First, and most evident, is the enrollment revolution. A second equally potent revolution pertains to the trend toward a national rather than a local economy. Like most revolutions, both are products of a combination of conditions. It is my purpose to analyze these revolutions and discuss some of their implications for financing public schools in the years ahead.

## Enrollment Revolution

Growth in school population, present and imminent, is a result of three conditions. The major condition, of course, is the general population expansion that followed World War II. Cultural and industrial conditions also have been factors contributing to this growth. Any projection of school costs should include some consideration of these three conditions affecting enrollments.

Demographers in 1930, when the population of the United States was 122,000,000, predicted that the population had reached its peak and would soon decline. On May 27, 1955, our population reached 165,000,000. Only 10 years sooner it was predicted that it would take 55 years (the year 2000) to reach this total. Our present population is in excess of 175,000,000 and we are growing at the rate of 2,867,000 per year, a net increase of one in the total popula-

*Dr. Hooker is an associate professor at the University of Minnesota. The article above is a summary of the address he delivered before a CASA conference at USC last summer.*

tion every 11 seconds. The rate of growth will be between 7 and 10 million per year at the turn of the century—42 years from now. Experts now predict a national population of 300,000,000 by 1993 and 338,000,000 by 2000. We are producing over 4,200,000 babies per year. The birth rate is one baby every 7½ seconds.

It does not seem necessary to cite further proof that we are in the midst of a period of population expansion unequaled in American history. This condition alone accounts for huge increases in school enrollments and demands comparable additional financial resources.

## Cultural Factors

Many people alive today can remember when 3 to 5 per cent of the youth graduated from high school. In 1900 only 10 per cent of the youth of high school age attended school. The extension of the high school to all in the past few decades has been phenomenal! Today, virtually all youth go to high school and 40 per cent of the graduates try to go to college. High school graduates seeking college admission are increasing about one per cent per year.

Education in America has always been considered a force for the liberation of mankind. To have more education than has one's parents is a criterion of success in our society. Certainly our present generation of parents is insisting that its sons and daughters have greater educational opportunities than were made available to them.

## Industrial Conditions

Automation, the replacement of labor with machines, is a part of our present industrial world. There is evidence all around us that unskilled labor accounts for a diminishing per cent of the total labor force. There is

an up-grading at all levels of employment. Any school policy which seeks "to educate the best and kick out the rest" ignores the realities of our time.

The demand for more technicians, engineers, and college prepared sales persons is increasing. Occupational opportunities in planning, marketing, developing new products and new uses for existing products are virtually limitless—but they all require persons with high levels of preparation. Automatic machines are supersonic morons. The designing, programming, and operating of these machines requires skill of a very high order.

Industrial conditions in our society place additional burdens upon the schools. Youth must be kept in school for more years, re-education of adults is necessary, and planned use of leisure time must accompany the trend toward a shorter work week.

## Trend Toward a National Rather Than a Local Economy

There are several major defects in our school financing policies and they occur at all three levels of government. R. L. Johns, in his *The Property Tax and Public School Financing* (NEA Legislative Committee, 1957), has stated:

(1) The federal government has followed the *laissez faire* policy of "let the states do it."

(2) Some of the states have followed the policy of "let the local districts do it" including those districts which do not have the wealth to do the job.

(3) Many districts have followed the policy of keeping tax rates low while many others are prevented from financing their schools either by poverty or by state restriction on the property tax.

This combination of policies has placed 54 per cent of the financial burden of supporting education on the property tax. In colonial days a man's wealth could be measured largely by the real or tangible property he possessed. A century ago 95 per cent of the national product of this country was derived from real property. Thus, real property was an

*(Continued to page 30)*



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# Here's a Partial Answer to the Question: "How Much Will Educational TV Cost Us?"

TODAY there are over 100 educational television installations in the United States.

From the wealth of experience gained through actual use of ETV at our many Universities and Colleges, and the Hagerstown, Md., Washington County School system network, it is believed that the quality of television equipment should be of the same calibre as that used in commercial television operations. That doesn't mean ETV costs are prohibitive.

Projecting the results of work now being done, indications are that there will be local, regional, and national television networks for both closed, or open, circuit educational use within a few years. Compatiblity with television broadcast standards will be a requirement of such networks. This is an important point to keep in mind for those planning the use of television in their school systems.

## Cost Advantage of Central Broadcasting Studio

It has been fairly well established that the use of a TV teaching center, or studio, is the most economical and most efficient method of employing television in the educational system.

Cost for equipment and maintenance is reduced by having the necessary equipment in one area. The life of the equipment is extended and efficiency is improved because it is easier to move personnel, as

well as articles of instruction, rather than cameras, lights, cable, microphones, etc.

The use of a centrally-located studio has distinct advantages. In a studio, the educator can carefully plan and stage his production to provide maximum utilization of his TV system. It is desirable to use at least two cameras in every production so that wide angle shots and close-ups can be intermixed by switching, or dissolving, between the two cameras. The use of three cameras would permit but little more flexibility. A multiple camera studio provides for individual views of the instructor, his blackboard, experiments, etc. Suitable dolly arrangements provide for re-locating cameras at will. In this way, TV provides every student close-up of the action regardless of his position in the classroom. ETV provides the most practical means of presenting these desirable educational techniques to students.

Too, a centralized studio makes it possible to program all productions under optimum conditions of lighting, staging and camera operation. The picture and sound from such a studio can be transported to any location by means of suitable distribution systems.

Complete information about the advantages of a centralized studio can be obtained by writing this electronic manufacturing firm: Sarkes Tarzian, Inc., Educational Television Department, Bloomington, Indiana.

## How About Costs?

Using the centralized studio concept, equipment facilities including film reproduction, live studio camera, and all monitoring and control facilities can be installed for as little as \$20,000. More flexible and more elaborate installations will cost from five to fifteen thousand dollars additional depending upon individual desires and requirements.

Costs can best be controlled in advance by writing specifications describing the end result required, as well as equipment performance specifications.

Specifications should not limit the number of bidders. A thorough study of proposals will allow purchasers to eliminate bidders proposing equipment which cannot adequately perform the intended results.

How do you choose a reliable ETV consultant? Ask the equipment manufacturers to send their representatives to see you and discuss your individual requirements. You can choose as your consultant the representative who furnishes the most impartial and objective specifications for your job. These services generally are provided free of charge. Complete specifications and equipment lists are available from Sarkes Tarzian, Inc.

## Results?

Even with the teacher shortage, the expected student enrollment increase can be effectively controlled by employing TV as an instructional tool.

Although some subjects lend themselves more readily to the use of television presentations, ETV has been used successfully for teaching almost every subject.

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# Heller Gives Economics of Federal Support

**Congress hears strong arguments on pending Murray-Metcalf bill**

AMERICA has a full enough pocketbook to finance any educational program it sets its mind to and its heart on, according to one of the nation's leading economists.

And Dr. Walter W. Heller, chairman, Department of Economics, University of Minnesota, proved this point as a major witness testifying in favor of the National Education Association's federal support legislation for school construction and teachers' salaries.

During hearings before both the Senate and House education subcommittees, Dr. Heller translated America's economic capacity into specific terms of fiscal responsibility. He pointed out that education is an investment in human resources from which citizens expect to reap positive gains in the form of higher productivity, more rapid advancement in technology, a better informed and better implemented foreign policy, and a stronger military establishment and greater military potential.

"Here," he emphasized, "the benefits of education transcend all state and local lines . . . they involve our national economic strength, prestige, and security, even our national survival."

For the federal government to assume part of the costs of public education to serve these ends is no act of largesse or charity to state and local governments, Dr. Heller contended, adding that it is simply the best available method of discharging certain national obligations.

Dr. Heller pointed to the vastly superior taxing powers of the national government which, he said, is not hampered by 49 state boundaries



**STUDENTS** at West junior high school, Downey, gather around Fred Marshall, guidance counselor, to inspect a mimeographed guidance handbook. Financed from student body funds, the 14-page booklet illustrates administrative and guidance staff at work in informal campus photographs. A description of functions and objectives of testing, adjustment, and orientation to study habits will help students to understand and appreciate the value of the guidance program.

and 100,000 local jurisdictions. The federal government, he said, is not haunted by the fear of interstate competition and interstate migration of upper-income individuals.

According to Dr. Heller, those who contend that state and local governments are in a strong fiscal position to meet the rapidly expanding needs in the field of education are ignoring the hard fiscal facts of life which confront these jurisdictions today. The economist cited three of these facts:

1. State and local governments have been under relentless pressures in the postwar period, pressures which have multiplied state-local spending and gross debt almost four-fold and state-local revenues approximately threefold from 1946 to 1958.

2. State-local spending, taxes, and debt have risen relatively much faster than federal during this period in spite of Korea and the cold war. Federal expenditures and taxes roughly doubled, while federal debt

rose only seven per cent in the period ending 1958.

3. Unabated upward pressure of spending during the recent recession, combined with flattening out or actual decreases of revenue, have put many state and local governments in severe financial straits.

"The explosive postwar resurgence of state-local government is primarily a response to the fourfold pressures of population, prosperity, public works backlog, and price inflation," Dr. Heller testified. He gave this description of the "Four P's."

First, the sheer force of numbers—the growth of total population by 40 per cent from 1946 to 1965 (projected)—has increased immensely the demand for local government services. The "expensive" age groups are expanding much faster than the productive age groups, Dr. Heller pointed out. From 1946 to 1965, school-age population (ages 5 to 17) is rising by 78 per cent, and the 65-



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and-over age group is rising by 63 per cent. But the most productive group in between is rising by only 21 per cent. In other words, the school-age population is increasing almost twice as fast as the total population and four times as fast as the 18-64 age group.

Second, prosperity generates more demands for new and improved state-local services than revenues to pay for them. As the average family's disposable income (after taxes) rises from \$5300 in 1956 to \$7100 in 1975 (as estimated by the Committee for Economic Development), people are demanding new services and higher levels of existing services from government.



DR. RUTH STOUT, president of NEA, chats with Senator James E. Murray, chairman of the Senate Subcommittee on Education, during hearings on the Murray bill (S 2). Thirty-one members of the Senate are listed as co-sponsors of the federal support for education bill.

Third, these pressures are compounded further by the huge backlog of needed public construction born of depression and war, combined with vast new demands arising from the "flight to the suburbs" and deterioration of the core of our metropolitan centers. Various estimates, Dr. Heller said, have placed average annual state-local public construction outlays in the second postwar decade at a level nearly double that of the first.

Fourth, inflation has hit state-local government disproportionately hard. Such governments are heavy buyers in markets for services and products whose prices have risen especially fast, Dr. Heller said. The so-called



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"price deflators"—roughly equivalent to price indexes—for various segments of the economy reflect this pressure, he added.

Dr. Heller described the Murray-Metcalf bill as "an expression of the genius of our federalism in its ability to achieve national objectives in a tightly interdependent economy through constructive co-operation among different levels of government." Under this approach, he said, the federal government does what it can do best, namely, mobilize financial resources through taxation; and state and local governments do what they can do best, namely, make grassroots decisions and carry out functions under the direct control and close scrutiny of the local electorate.

Finally, Dr. Heller told members of Congress that "education is indeed one of our best bulwarks against inflation." This contradicts an old and false bug-a-boo raised by opponents of increased federal support of education.

"A rapid growth in productivity is our best ultimate safeguard against

rising prices," Dr. Heller said. He added: "Our goal should be to satisfy the rising income claims of the participants in the productive process by sharing an expanding product rather than by pushing up prices and eroding the value of the dollar.

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## Education is for adults too

Thomas F. Damon

MORE than a million adults attend school in California each year. They are enrolled in public school adult education classes of high schools and junior colleges. Going to "evening school" and attending adult classes for new learning has become an accepted pattern in many California communities. However, adult classes are not limited to evening hours; classes are frequently scheduled for daytime hours and Saturdays to serve the needs of the part-time adult student. Classes for adults provide opportunities to study aca-

demic subjects, learn new skills, attain greater occupational proficiency, provide opportunity for discussion of important topics, and promote better family living.

An examination of subject area enrollments in classes for adults indicates the variety of interests of the persons who attend. Nearly one-fourth of the adult students last year were enrolled in academic subjects; 15 per cent were taking business education courses; 11 per cent were engaged in trade and industrial courses; 9 per cent were taking homemaking subjects; and 7 per cent were enrolled in citizenship and English for the foreign born classes. Other subject areas with a smaller percentage of the enrollments were fine arts, music, civic affairs, parent education, crafts, physical education, health and safety, and agriculture.

Classes are offered that enable a

Dr. Damon, formerly consultant in adult education for the California state department of education, is principal of Cubberley adult school in Palo Alto.

The Saint Louis University Workshop in Human Relations and Group Guidance, held in Merida, Yucatan, Mexico, July 28-August 28, 1959.

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For further information write to

Trafford P. Maher, S.J., Ph.D., Director  
Department of Education; Human Relations Center;  
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worker to study electronics, jet propulsion, personnel management, and many other vocational subjects. A housewife can learn secretarial skills, dressmaking, better home management, or study child development. Adults can learn a foreign language, learn to drive an automobile, discuss problems of government, or study history, mathematics, science, law, real estate, art, gardening, or woodworking. In short, the curriculum of adult education covers the whole range of human learning.

That more than a third of the adult students come to class as a result of hearing about adult education from a friend or from another student is shown by a recent study. Forty-six per cent of the adult students are in the 26-40 age group; there are more women than men in the classes; and more than half the adult students were not enrolled in classes during the preceding school year.

Who are the teachers in these classes for adults? A large number of teachers come from day high school or day junior college faculties to teach in the adult school one or two nights a week. Others are former teachers, elementary teachers, and college professors. But in many school districts more than half the adult school teachers are recruited from the community itself. Accountants, lawyers, physicians, nurses, business men, and skilled tradesmen have special training and knowledge in fields rarely touched by the professional teacher. These people are often skilled in working with adults in their regular occupation. They are issued adult education credentials on the basis of four years of college education or a combination of training and occupational experience. Successful adult educators have found no substitute for first-hand experience by the teacher in the occupation, profession, or specialized subject area to be taught. For credential renewal these teachers take in-service training courses in adult education.

Teaching adults is different from teaching children and youth. Many day school teachers find working with adults a pleasant and rewarding experience. Gone are the problems of

discipline that are often present in the elementary or secondary classroom. The adults are in class to learn. This means, however, that the teacher must satisfy his students' desire for knowledge or class attendance will dwindle. Adult education is not compulsory. Also, the teacher will find that techniques for teaching adults, who are members of his own peer group, are often different from the methods that he may use in teaching children who are his inferiors in age and experience. Colleges and universities offer several professional courses in adult education in their regular programs and as extension classes. However, the regular teacher-training courses in psychology, sociology, curriculum, and administration still give little attention to the adult as a student and learner.

Eighty per cent of the state's high school and junior college districts offer classes for the adult. Programs range from the day high school with a few evening classes to the separate evening school in the larger communities and the adult education division in many junior colleges. In the 306 school districts maintaining programs of adult education in California, there are 142 separately organized evening schools. These schools are administered by a principal, who is usually full-time and often has a part-time vice principal and counselors to assist him.

The strength of the California program of adult education has come from leadership at both state and local levels. The California State Department of Education provides leadership through the Bureau of Adult Education in Sacramento. Because adult education is considered an important part of the total education picture, classes for adults are state supported on an average daily attendance basis. School districts receive \$125 per unit of a.d.a. in basic aid and up to \$95 additional in equalization for adult education attendance units. For minors and adults attending 10 or more class hours per week equalization may be more. It takes 525 hours of pupil attendance to make one adult unit of a.d.a.

During the 1956-57 school year, 10,322 adults received diplomas

through programs of adult education in high schools and junior colleges. Of these, 806 were elementary diplomas, 8,152 were high school diplomas, and 1,364 were Associate of Arts degrees. The number of diplomas issued to adults increased to more than 11,000 in 1958, and the number is expected to be even higher in 1959. Many adults are aware of the necessity for increasing vocational and personal competence. In the years to come our national life will require greater utilization of individual capacities, and this will call for more training of adults.

These are times of rapid change, and the education of yesterday is often inadequate to cope with complex situations of today. New inventions, more rapid means of communication, new ways of life, and great population changes have outmoded



"Look at my chicken, teacher."



"Oh, don't put your bunny in with mine! How would we tell them apart?"

much of the early training of many adults. New problems and new jobs frequently require new training. If we are to maintain a democratic citizenry and keep up with advancing technology, providing lifelong educational opportunities becomes an obligation of the public schools.

In the field of providing educa-

tional opportunities for the whole community, California has set a pattern that others may follow. If our schools are to contribute to our national welfare, strengthen our democratic heritage, and make better citizens, we cannot be content to educate only the young. Education must be for adults, too. ★★

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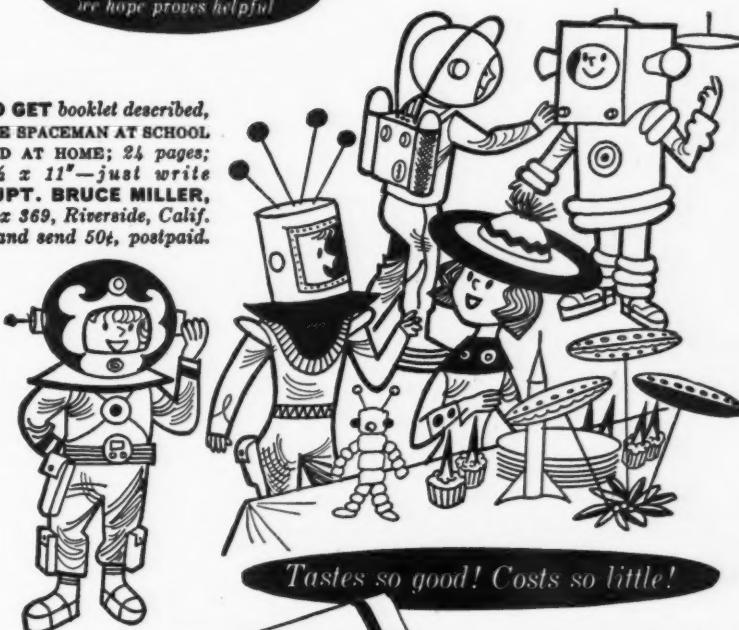


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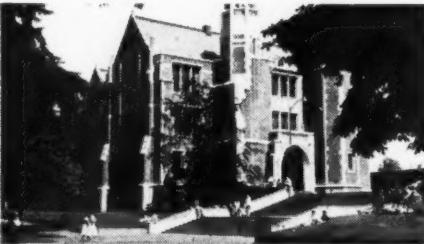
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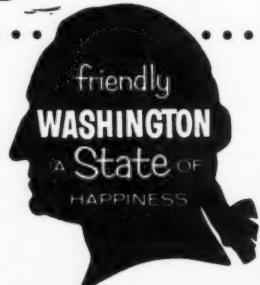
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## NATIONAL PROBLEMS

*(Continued from page 22)*

adequate measure of ability to pay and the basic tax was the property tax. Property taxes can be administered efficiently on the level of local government.

Our economy has changed radically. Economists estimate that in today's economy less than one-third of our national income can be attributed directly to real property. Wealth is produced in many new ways which cannot be measured by the possession of real property. The earnings of our great utilities, commercial and manufacturing corporations, and professional and entertainment businesses represent today the chief sources of our wealth. The net earnings of Metro-Goldwyn-Mayer for example are in no way measured by the value of the land and buildings owned.

### Tax on Ability to Pay

But if we are to tax according to ability to pay, under the conditions of our modern economy, we cannot depend upon the machinery of local government to administer equitably our system of taxes. Services as well as intangible property are mobile. Income or inheritance taxes would be difficult to levy on a town or county basis. In some instances even the state is inadequate as a taxing agency. When inheritance taxes get high, as in New York, the very wealthy establish residence in Florida.

When a higher tax is proposed on the earnings of corporations, immediately many such corporations threaten to move across state lines. The home office of the Southern Pacific railroad is in a small Kentucky town where that railroad hasn't a foot of track. Perhaps more business concerns are incorporated in the state of Delaware than in any other state. In today's economy, local or even state taxes can be avoided on many forms of tax producing wealth. We have seen the state government being used more and more as the agency for the collection of a larger and larger portion of taxes. In the last few decades,

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the federal government has been used more and more to levy and collect many taxes which even states cannot administer effectively.

#### Our Problems Are National

Our economy has become a national rather than a local economy. Our chief business and industrial concerns are national rather than state or local. It follows, as surely as the night follows the day, that the financial problems of public education are national in scope and cannot be solved satisfactorily at any other level of government.

If we are to follow our democratic principle of taxing *according to ability* as measured in terms of modern means of producing wealth—then we must utilize the tax machinery of higher levels of government and par-

ticularly that of federal government. This trend will certainly increase rather than decrease.

The federal government does not hand out "aid" when the people utilize it to support their needs on the principle of democratic taxation. Whether we like it or not the federal government will have to administer more and more of our taxes. To do otherwise will inevitably destroy the democratic principle that taxes shall be paid according to ability. Calling it federal aid or federal support does not matter much. Whatever it may be called it is really a democracy utilizing its government of whatever level—local, state, or national—to collect taxes fairly and equitably from its increasingly complex and increasingly national rather than local economy. ★★

*What I'd like to know is . . .*

Professional questions may be addressed to Harry A. Fosdick, CTA Public Relations Executive

#### Survivor Increases

*Q. It seems ironic that many teachers who have served in the classroom for ten or more years should receive less retirement benefit than a dependent who may have made no personal contribution whatever. Has there been any consideration given to a better minimum for teachers—one that would at least match that of a dependent?*

*Ans.* There are few retired teachers who now receive less than the \$90 per month which is proposed for survivorship benefits, but a proposal is being made to increase the minimum benefits from \$70 to \$80 per year of service. Thus any teacher retiring at age 60 or later with 15 years of service would receive no less than \$100 per month, while nearly all teachers would receive well in excess of that amount.

The revision of the survivorship proposal from \$80 to \$90 per month was made to correspond with the im-

proved benefits offered by social security. There is no attempt in either program to have the security of survivors dependent on the length of service or contributions of the member of the system.

#### Sabbatical Extras

*Q. Is sick leave accumulative during sabbatical leave? Is retirement credit earned by a teacher while on sabbatical and may be carried under compensation insurance? Is it customary to allow a step on the salary schedule for the time spent on sabbatical?*

*Ans.* Even though the teacher on sabbatical leave is, in a sense, performing assigned duties specified in the terms of the leave, in most respects his rights and privileges are limited as though he were on leave for personal reasons. The law does not specify the effect of sabbatical leave on accumulative sick leave, but attorneys we consulted feel that at least the district would not be man-

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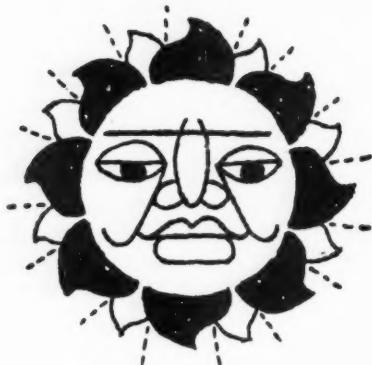
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dated to grant the added leave credit.

In respect to retirement, the teacher on leave receives credit for that proportion of a year which his leave pay bears to full salary. In other words, if the teacher receives half salary, he will receive credit for a half year of service.

Section 13678 of the Education Code specifies that the district is not liable for death or injury to the employee while he is on sabbatical leave. Therefore, it would not be possible to include the teacher on the district's compensation insurance policy.

Practices regarding salary credit for the year of leave vary. Some districts rule that the teacher may advance one step within a classification or across to a new classification on the basis of work completed during the year, but not both. Others grant no increment but do acknowledge credits toward a new classification. A few make no restrictions, and a few permit no salary credit.

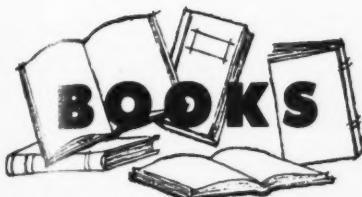
### Unified Dues

*Q. This year I wanted to make out my check for CTA and local dues and was informed that I had to join NEA also, or else my membership could not be accepted by any of the three. Can a teacher be prevented from joining an organization he wants to join?*

*Ans.* Many associations have adopted what is known as "unified dues" so that each local member automatically is a member on all three levels. The CTA and NEA co-operate with such chapters by not receiving memberships directly from teachers in the unified dues districts.

We appreciate the fact that you consider the CTA especially worthy of your membership and support. In teaching, our professional organizations are not unified as they are in many other fields. Therefore, in districts which have not adopted unified dues, teachers have the choice of limiting their membership to the local, state or national organizations, or any combination thereof. The unified dues program is an attempt to work toward a unified professional structure.

I'm sure this isn't the answer you desired, but I hope it explains the problem you're facing.



## Notes in the Margin

Latest issue of *The School Bell*, NSPRA monthly publication, contains a foreword by Fred M. Hechinger from his book, *The Big RED School House*, written after his recent visit to the Soviet Union. Hechinger deplores the "scare technique" used in drawing comparisons between Soviet and U.S. education methods. The book itself, published by Doubleday and Company, draws sharp comparisons between the goals, methods, approaches and practices in elementary and secondary education in the two countries. It is serious, authoritative and unbiased. Hardcover, 240 pages, \$3.95.

Incidentally, educators who plan to include a trip to Russia on summer itinerary may be interested in *Key to Russia*, a slim travel guide by Ben Jaffe. It contains a wealth of interesting and informative material. Crown Publishers, 419 Fourth Avenue, New York 16, at \$2.75.

Some vacationing teachers will be interested in *Camping Maps, U.S.A.*, listing and locating accessible campsites, and *Camping Trips, U.S.A.*, book of 36 major highways locating campgrounds along each route. The map book is \$1.95, that on highways, \$1.00, from Camping Maps, U.S.A., Box 162, Upper Montclair, N.J.

For anyone responsible for planning school- or community-wide observance of the Lincoln Sesquicentennial during 1959, two handbooks issued by the Sesquicentennial Commission will be indispensable. NEA has a limited supply of *Programming the Lincoln Sesquicentennial in American High Schools* (write R. B. Marston, Director of the Committee for High School Observance, NEA). The other booklet is the *Handbook of Information*, giving essential background information on Lincoln and suggestions for observance. Either of the above may be purchased from Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C., at 20c each.

*Elements of the Universe*, reviewed in last month's *Journal* by Professor Miller of El Camino College, has received the fourth annual Edison award for "best science book for youth." The Edison Foundation Awards to Children's Books are part of their program to encourage production of more material for the benefit of youth, particularly in the science fields.

A sparkling new science program is the Macmillan Science-Life Series for grades 1-8. Senior authors are Drs. Barnard, Stendler and Spock. Literature available to describe the series includes a rather complete curriculum and content chart worth writing for. Teachers' annotated editions are available with the Series.

## LIANG MEI NEEDS A GLASS SLIPPER

An orphan, Liang Mei lives with a widowed stepmother in a squatter's hut, 12 x 12 feet in size, in which three other families exist. This is in a section of Hong Kong where three to five people sleep to a bed, with a population of 2,000 to the acre, where 80% have TB, 95% need dental care and 75,000 children are unable to attend school. Liang Mei begs for and collects garbage ten hours a day and acts as a baby sitter for two or three extra hours after she gets to what she calls home. It is true that she is not quite as bad off as some refugee children because she gets first pick of the garbage which is really pretty much what she lives on.

But she deserves a glass slipper because she is by nature a sweet, bright and interesting child. It would not be difficult to make a fine lady out of this little garbage collector. A month in a CCF Home and she would be transformed into "a beautiful princess."

Hong Kong, a British possession adjacent to Communist China, in 1947 had a population of 1,800,000. Today the flood of refugees from Red China has increased the population to approximately 4,000,000. The Hong Kong Government is doing a noble work in



Liang Mei

trying to assist these freedom-loving newcomers but the task is gigantic. Children like Liang Mei can be "adopted" and admitted to the nine CCF Homes in Hong Kong, which include Children's Garden, the largest cottage-plan Home in the Far East. The cost is the same in Hong Kong as in all the countries listed—\$10 a month.

*Christian Children's Fund, incorporated in 1938, with its 288 affiliated orphanage schools in 35 countries, is the largest Protestant orphanage organization in the world. It serves 25 million meals a year. It is registered with the Advisory Committee on Voluntary Aid of the International Cooperation Administration of the United States Government. It is experienced, efficient, economical and conscientious.*

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In order to encourage teachers to take up new subjects (and thus to become the widely educated people society expects them to be) we provide elementary courses in all these subjects. But though they are elementary they are not easy; the work is hard and abundant. (Of course we offer a larger number of advanced than of elementary courses.)

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Master of Arts in Liberal Studies. To those who have strong undergraduate preparation we recommend the Inter-Field Major which permits study of several related subjects. Teachers who desire less diversity may major in Art, Literature, Mathematics, Science or Social Studies. Every major requires work in at least two subjects, e.g., the Social Studies Major includes Economics, Government and History.

The courses are designed especially for teachers, the classes are small (average enrollment: ten per section), the student is able to discuss, question, obtain individual attention. Many good teachers have found the work interesting, rewarding, and a means of personal and professional growth.

**CLASSES JULY 1 TO AUGUST 11**

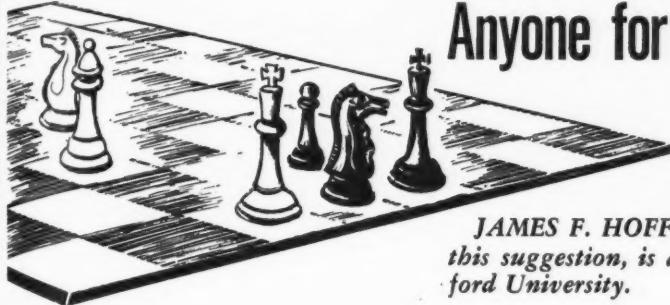
For further information please write to Professor Joseph S. Daltry, Summer School for Teachers, Box 39, Wesleyan Station, Middletown, Connecticut.

Latest in the supplemental historical series published by Americana Press is *The Great Westward Trek* by Keith Huntress, professor of American literature at Iowa State. For information and sample copy, send 11c to Americana, 2038 Pennsylvania Ave., Madison 10, Wisc.

*Water—Riches or Ruin*, by Helen Bauer, covers a topic of immense importance to Californians—water conservation. What has been done and what is being planned is covered accurately and concisely. The author was associated with the Los Angeles City

Schools, Library and Textbook Section, for sixteen years. 117 pages, \$3, published by Doubleday.

Other conservation material is being offered by the Redwood Region Conservation Council, including a *Curriculum Outline for High School Forestry, Logging & Lumbering Instruction* by Roger Clemens, and *A Bibliography to Assist Teachers in Teaching Conservation*, a 15-page listing of current source materials. Copies are available in limited numbers on request to RRCC, 223 Rosenberg Bldg., Santa Rosa, Calif.—VLT. ★★



## Anyone for Chess?

*JAMES F. HOFFE, JR., author of this suggestion, is a student at Stanford University.*

SOONER or later most high school teachers wind up having to choose some extra-curricular activity to sponsor. When a choice comes your way, sponsor a chess club and be glad. Two blessings are apparent at once. High schoolers attracted to your club are usually congenial company and willing participants. Also, money-earning stunts are unnecessary since operating costs are minimal.

Organizing a chess club does not require knowledge of the game at the outset. Paper back book publishers keep book stores and super markets stocked with "how to" material on chess. A beginner's book provides the rudiments in two or three evenings.

Here are some profitable steps to follow in setting up and running a club. Have a story run in the school paper announcing the organization of a chess club. Stress the opportunity to learn the game and have fun. This won't stop the "sharpies." They will join to show their stuff.

Round up four or five "how to play chess" paperbacks and the same number of inexpensive, plastic chess sets. Some schools will tap their athletic or recreation fund to meet this small cost. There is seldom need to buy more because it doesn't take long

for beginners to want their own chess sets.

Every member should learn to read chess "shorthand," P-K4, Kt-QB3, etc., as soon as possible. The information appears in all elementary books. This skill enables players to study records of their own games as well as published games. It makes chess games over the telephone possible and teenagers are at home on the telephone. By keeping a record of all moves, two players need never sit at a chess board together. In short, knowing chess notations stimulates playing outside of school which is necessary for the success of a chess club.

For teachers who are interested in promoting "togetherness," consultation chess can animate club meetings. It calls for a group of two (preferred) or more on each side and opens discussion concerning moves against the opponents. Result is constructive team play, which is fun in chess.

Chess problems of the white-to-move-and-mate-in-two variety have been published by the thousands. They are tantalizing and exasperating and are always sure to excite interest. It is wise to have some problems on hand during meetings.

Individual competition is best di-



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rected by categorizing players into A, B, and C groups according to proficiency. Each player works his way up through the groups by successful competition. Only minimum book-keeping is necessary. Skilled players can always spice their study of chess by playing two or three games simultaneously with less experienced opponents.

High school chess clubs are no longer unusual. Many secondary school chess teams now compete with one another in the "Royal Game" which in Europe and Asia has been traditional for years. America's teenage chess master, 16-year-old Bobby Fischer, has influenced the popularity of chess in the high school set and has created a demand. Here, then, is an extra-curricular chore that may yield enough pleasure to compete with your bridge playing. \*\*

## Creative Writing

"LAURA E. (MRS. J. W.) McBROOM's sincere and evident enjoyment of her classroom work and the Science Club which she sponsors after school boosts the morale of all who work with her at Golden Avenue School, and her gentle sense of humor provides us many a chuckle," wrote Principal Evelyn Lauritzen as she forwarded the story above. Author McBroom has taught third grade in Lemon Grove school district for the last six years.

WE HAD been on a trip. The supervisor of my student teacher had suggested some creative writing—somewhat free verse style—about what the children had felt, heard, and smelled on the trip.

The seed was planted. My true love is creativity. I hear myself proclaiming, "even the slow ones can create" and "some people think that only the gifted are creative, but..."

The trip was on Friday. There were two lovely days for me to become unhitched from the reality of my less than perfect classroom. I imagined Alfred, and Timmy, and Beckie penning, "the lap-lap of the water against the pilings," and "the salty, fishy smell of the docks," the giant arms of the booms," "the swaying of the piers."

Monday the student teacher gave

the kids the works. They closed their eyes and felt of a pine cone. "It is sticky!" Yarn, "soft and warm." Candle, "slippery." They got the idea. Wonderful expressions flowed from them. Thunder, "a giant walking on the roof." Lightning, "a fence in the sky." Rain, "machine gun fire." Our verbal motivation carried us so far into the morning and was so exhausting that we put off the actual writing until Tuesday.

Tuesday. Mrs. Holderbach: "Yesterday you told me how some things felt and smelled and sounded. Today we are going to write about our trip to the harbor and use some of our picture words." Blank looks. Paper was passed. Still blank looks. Then as understanding came, some of the blank looks changed to horror, many to embarrassment. "Can't we just write what we did?"

"Of course," said the teacher spider to the little boy and girl flies, "only try to tell how things sounded and smelled. You know—the way we did yesterday."

To the children there was no connection between the delightful game of calling out word pictures to the teacher and sitting down and writing a sensible account of "My Trip Around the Harbor."

After a few sneaky requests for the spelling of "last Friday" and "Civic Center," the writing began. A new fireboat costs \$200,000. The Old Spanish Lighthouse was built in 1855. We ate on the Civic Center lawn. As happy facts began to be recorded the little authors relaxed and brows cleared.

As any ex-second grader knows there is a certain proper way to write a trip story. Vaguely the children felt that they had been dangerously near something subversive, but now they were back on sure ground. We went on a trip. We went on the bus. It was fun. See teacher, I wrote six lines. Is that how much you want?

My darlings! You won this time. But I shall be as persistent as the drip-drip of the raindrops, and tricky as the fiery streaks of lightning, and as patient as the lapping wavelets. I will win. And you will win, too. ★★

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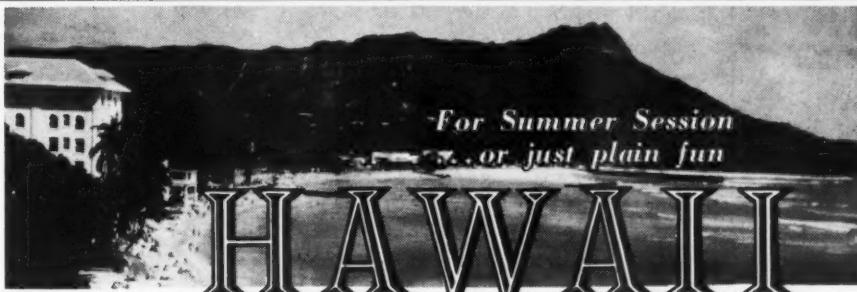


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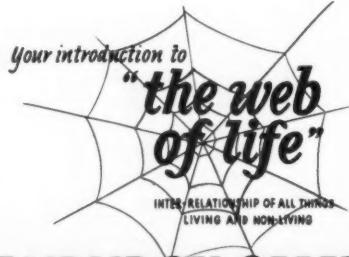
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## CANDLES AND COTTONTAILS



"HERE'S a candle from my birthday cake," said Mary one morning. "I saved it for you."

"Here's some peppermint," said David another morning. "I traded a boy my marbles for it."

"I wrote you a letter," confided shy Grace. She slipped me a bit of paper on which she had scrawled, "I love my teacher."

But teaching is not all candles and candy and notes of affection. Along with the "sugars and the spices" there are also the "snips and the snails."

Teaching is keeping records, correcting papers, collecting money, and making out lesson plans. It is directing playground activities, patrolling halls, supervising cafeterias, attending meetings and holding parent conferences.

Teaching means coping with Carolyn who throws things, with Larry who can't learn, and with Tony who trips his classmates. It is helping Ida find her lost glasses, sympathizing with Nora because her parakeet died, and scolding Jim for tearing the buttons off Sharon's dress.

Teaching is encouraging shy Mary, accelerating indolent Tom, and challenging brilliant Steve. It is, above all else, a dedicated endeavor to guide thirty or forty pupils to their maximum mental, moral, social, and physical development—always keeping in mind that each is a unique personality and each has different potentialities; always being aware that what is done is not enough, that what any teacher does can never be enough.

There are moments in every teacher's life when she is so weary from the weight of the pedagogical load that she reflects that there must be an easier way to earn a living. There are days when she mentally composes a resignation and evenings when she scans the "Help Wanted" columns with speculative interest.

But then comes the next morning, the classroom door opens, and in walks Mike.

"Good morning, Mrs. Buntain. I'm glad it's school again. I like school 'gooder' than playing. And see my shoes? I shined them. And see my nails? I cleaned them—just like you said."

The door opens again and in walks Andy. There are lights in his eyes and excitement on his face.

"Lookit, Teacher! Lookit!" and he pulls a cottontail from his pocket. "I found him in the cotton patch. Kin I keep him at school? Kin I?"

Presently I'm praising Mike for doing things "just like you said" and I'm helping Tommy rig up some kind of a rabbit hutch. I'm also deciding that there's nothing in all the world like teaching school.

**RUTH JAEGER BUNTAIN**, on a year's leave of absence from Wasco union elementary school—where she has taught for 22 years—has a hobby of free-lance writing. Her articles, poetry, plays, and stories for children appear in national magazines.

## HIGHER EDUCATION

(Continued from page 21)

the finally constituted Commission shall allow.

The executive secretary estimates that careful examination of nominations and final selection of the Commission by the board of directors will take another two months. Selection of a group of distinguished candidates, representative of academic-field diversity will require broad, comprehensive, and numerous nominations.

The Commission will concern itself primarily with those areas and problems which are not now receiving the attention and study of friends of higher education in California. It is further believed that a guiding purpose of the Commission should be that of attempting to look ahead into the next 25 years.

—FREDERIC W. HILE  
CTA Higher Education Executive



A section on audio-visual aids for the classroom, conducted by H. Barret Patton, San Jose.

**MICHAEL DISCOVERS THE MAGNET.** Film: 11 min.; B&W \$60; primary, middle grades; Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland.

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**SPEEDING READING.** A series of 12 B&W silent films of varying lengths, with an introductory sound film, a teacher's manual, and student's workbook; junior high, senior high, college, adult; \$246; C-B Educational Films, Inc., 690 Market Street, San Francisco 4.

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the films contain some positive innovations not in other reading films.

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**A GUIDE FOR USE OF AUDIO-VISUAL MATERIALS**, \$2, Indiana University Audio-Visual Center, Bloomington, Indiana.

University of Indiana has a correlated handbook for their films on mounting flat materials, display and labeling, projected materials, and tape recording. This handbook can be of great assistance to persons conducting in-service training programs.

**LIFE IN THE ALPS (AUSTRIA).** Film: B&W \$55, color \$100; intermediate, junior high; Coronet; Craig Movie Supply,

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**JOEY AND THE RANGER:** Film: 15 min.; color, \$150; primary; elementary; Seymour Richard Tanin; Paul Cox, Educational Film Distributors, Inc., 5620 Hollywood Blvd., Hollywood 28.

Joey's first contact with the great forest, the newness of its scenes and the sounds and calls of the life about him. Officials and rangers of the National Park service assisted with production of the film; of special interest in western states.

**FILMSTRIPS** provide an ideal starting point for class discussion. Recent ones include:

**SVE** (Purchase from Long Filmslide Service, 7505 Fairmount Ave., El Cerrito 8, Calif.) Life Long Ago, Bird Study, Astronomy, Elementary Chemistry, Dependent Plants, Plant Study, Weather Study, General Science, Electricity and Magnetism, Physics for Today (9 strips)—correlated with Row, Peterson texts.

**EBF** (Long) 15, new series on science, language arts, social studies, art, and religion, "The American Revolution: A Picture History" (6 color filmstrips). Send for catalog and supplement.

**YOUNG-AMERICA** (Purchase from Photo & Sound Co., 116 Natoma St., San Francisco 5.) A new catalog has just been issued.

**FILMSTRIP HOUSE** (Long). Addition to its series, "WHYS OF ELEMENTARY SCIENCE" four new strips on ANIMAL LIFE for primary children. Other sets picture the weather; simple machines; plants; and a coming set will picture "Our Sky" with moon, planets, sun and stars. Each set has four color strips. A new language arts series: ADVENTURE IN WORDS shows origins, explains suffix, prefix, synonym, antonym and homonym. "Tales of Far Away Folk" (Japan, India, Ireland, Egypt).

**VISUAL EDUCATION CONSULTANTS**, 2066 Helena St., Madison 4, Wis., continues its news program on filmstrips, a specialized service to meet classroom needs. The current events filmstrips, on a school year subscription basis, provide a bonus strip with each one. ★★

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# Teacher Dropout Continues to Be Major Problem

TEACHER dissatisfaction and dropout continues to be a persistent problem in California. An estimated 7,000 teachers employed in grades kindergarten through 14 leave the profession each year in this state.

In March a year ago the CTA Research department published Bulletin No. 114, a 30-page mimeographed document which is now out of print. It is a review, with pertinent tables, of the doctoral study completed in 1957 by John T. Shea and James W. McLaughlin. The original dissertation is on file at the University of Southern California, School of Education.

Continuing interest in dropout caused the editor of Stockton Teachers Association News Bulletin to condense the review for its January issue. Following is the STA version:

The most frequently mentioned items of teacher dissatisfaction, as determined by an initial survey of 793 in-service teachers, were salary, ineffective school disciplinary policies, faulty teacher-administrator relationships, impolite student reaction to teacher leadership, negative student attitude toward learning, presence of difficult behavior problems in most classrooms, over-enrollment, too many supervisory duties at school, too much clerical work, inadequate equipment and facilities, extra functions (meetings) after school, lack of homogeneous grouping, classroom interruptions, parental indifference or interference, and faulty teacher relationships.

## Questionnaire Findings

These items were investigated in a questionnaire returned by 1710 dropout teachers and 569 yet in service.

Approximately 60 per cent of those

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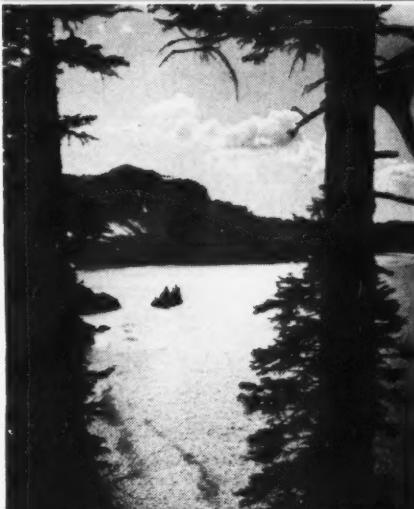
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who leave teaching each year for  
non-related or personal reasons will  
do so despite any school retention ef-  
forts.

### Provisional Dropout

The professional dropout rate of  
teachers on provisional credentials is  
much higher than that of teachers  
regularly prepared.

Almost all teachers agree regarding  
the occurrence of overload. Ele-  
mentary teachers felt under intense  
pressure of overload: too many meet-  
ings, excessive clerical work, too  
many supervisory duties, and over-  
enrollment of classes.

Secondary teachers are also con-  
cerned with overload, but they are  
more concerned with unsatisfactory  
behavior and attitudes, and inade-  
quate salary.

### Salary Important

Responsibility for dependents is an  
important factor in determining the  
degree to which salary is felt to be a  
primary cause for leaving the pro-  
fession.

Almost all teachers hold adminis-  
trators responsible for the continued  
occurrence of dissatisfaction experi-  
ences.

Ineffective school disciplinary poli-  
cies is one of the main causes for  
leaving the profession.

### Recommendations Given

The pre-service training of adminis-  
trators should include much better  
preparation in the area of human re-  
lationships and personnel manage-  
ment. Thorough knowledge of, and  
participation in, group dynamics



"I know we agreed to take on a  
little more work for a better salary  
classification, but I think it ought to  
be decided in open meeting just what  
extra work we're to take on . . ."

should be a part of the adminis-  
trator's pre-service and in-service  
training. It should also include a  
more thorough study of the specific  
dissatisfying experiences which many  
teachers encounter.

### Clerical Training

A large portion of in-service train-  
ing for beginning teachers should be  
concentrated on such problems as  
clerical work, supervisory duties,  
school disciplinary policies, behavior  
problems in the classroom, student  
impertinence, teacher-administrator  
responsibilities and the method of  
procuring finances for teacher salar-  
ies and the entire school budget.

There should also be a more thor-  
ough and personalized orientation

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program paralleled with equal or lighter teaching loads for beginning teachers.

A school district interested in an effective retention program should work simultaneously in the four areas of teacher dissatisfaction: salary, administrator relationships, student relationships, and overload.

#### Stability Rating

As a means of reducing turnover, school districts should give consideration to employing teachers who have demonstrated stability in previous employment.

In order to promote greater understanding by teachers of the limitations within which schools must operate and to increase support between teachers and administrators, it is recommended that provisions be made for the involvement of teachers in administrative policy decisions whenever possible and that in-service training of teachers include orientation concerning the problems confronting school administrators.

There is a professional responsibility to approach the perennial problems of education with a different assumption, namely, that involved in the dynamics of the teaching process are some problems for which no final or complete solution can be found, and that continuous, cooperative efforts on the part of administrators and teachers must be made to alleviate the cumulative dissatisfaction effects of these problems.

★★

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39. **Alphabet Seat Chart and Record** for manuscript and cursive writing. For lower grades. One copy only to elementary school teachers and principals. (Noble & Noble)

49. **Brochure** on different kind of tour through Europe and corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days. Also shorter tours. (Europe Summer Tours)

77. **Brochure** describes simple, easily operated incandescent and carbon arc follow spotlights for use in school auditoriums. (Strong Electric Corp.)

79. **Bulletin** on courses to be offered in the 1959 Summer Session. (University of So. California)

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91. **France—Booklet**, in color, with charming cover and inside illustrations by well-known French artists. Included will be information on Eurailpass, the ticket good for two months of unlimited railroad travel in 13 European countries. (French National Railroads)

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112. **Oil Pictures—Booklet** with pictures, maps and charts on the wide sweep of the oil industry. Available to teachers, and in limited quantity for student use. (Standard Oil of California)

120. **Information on tour service to Hawaii and the Orient.** Explains how group member who organizes and conducts a group of 15 or more can receive free air transportation. (Transocean Air Lines)

124. **Catalog of the Graduate Summer School for Teachers.** (Wesleyan University, Middletown, Connecticut)

134. **Educational Television Studio Requirements and Education by Television** by Biagio Presti, ETV consultant. Gives informative non-technical information on Educational Television. (Sarkes Tarzian, Inc.)

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## editorial postscript



YOU might put a circle around the first Monday of next month on your calendar. May 4 is an important date in educational history. It marks two anniversaries: the birth of Horace Mann, "the father of the American public school," and the date of organization of the California Educational Society. That the events took place 163 years ago and 96 years ago, respectively, give them a hallowed respectability when viewed down a long line of impressive milestones.

Horace Mann's contributions to humanity had their origin in his own poverty-stricken boyhood in Franklin, Massachusetts. Educated for law, he became a member of the legislature, and in 1837 he sponsored a bill which created the first state board of education in America. Mann was 41 years old when he accepted the secretaryship of the board. His salary was less than half his income as a successful lawyer. He was denounced as a meddler, a godless crank, an ignoramus. For 12 years he labored to reform and improve the rude schools of his state and his annual reports became classics in educational theory and practice.

Professional reactionaries in Mann's time sought to discredit new teaching methods, the growth of the normal schools, and introduction of familiar features now found in modern schools. Mann faced tremendous obstacles in public apathy, as well as ridicule and abuse from schoolmasters.

To those who become depressed over the current controversies in public education, it should be reassuring to know that there has been little peace and quiet since Horace Mann began advancing his vigorous ideas 120 years ago. Though it seems sometimes that the battles are never won, we can be thankful that Mann laid

the foundations and drew the designs for free universal democratic public education.

For this achievement alone we should mark May 4 as a day to remember. And this year 1959 also marks the centennial of the death of America's first great educator, the man who began great tasks which shall remain forever unfinished.

FOUR years hence we shall be celebrating the centennial of a meeting in San Francisco, the third State Institute, called by John Swett, superintendent of public instruction. The date of the meeting was May 4, 1863. Although 463 teachers attended the Institute, less than a quarter of them remained to organize the California Educational Society, the forerunner of the California Teachers Association. From the original roll of 117 names, CTA has grown to 95,000—and will be well past the 100,000 mark when it reaches its 100th birthday.

*American Education 1959* is the title of a 14-page supplement to School Board Issues, written by Ben Brodinsky, editor-in-chief of the Arthur C. Croft Publications, New London, Conn. This gem of an interpretive essay is must reading for the educator who makes speeches on how we got this way and what we are doing about it. The author shows how the schools have their roots in the past—all but the big one. Defense of democracy is, of course, the big root, the unique feature of our system which requires the continuing attention of all Americans. We must "so teach our way of life that boys and girls will have respect for other people who have different ideas and different customs."

P EPPING up the curriculum and giving the needle to serious study and performance in the classroom has become a constant refrain in public print. On general principles this new attitude toward scholastic achievement is healthy, thankfully applauded by teachers everywhere.

That the change of heart comes from *fear*, a genuine and deep-rooted fear of the growing might of Soviet Russia, is too often apparent. Brodinsky rubs the issue to a high gloss with several thousand words. An advertising writer, doing a page for *Newsweek*, highlights it with 112 words. Brilliant with impact (an effect dearly loved by admen) is the message titled *JOHNNY HAD BETTER LEARN TO READ*. The implication of course, is that Johnny had never been taught to read. The last lines slash away at fear: "We Americans don't want to move the world. But we don't want anyone else to, either. So Johnny had *better* learn to read. Because you can bet Ivan is spending a lot of time on *his* books."

*Reader's Digest* thought well enough of the punch line to reprint gratis on \$34,250 worth of space. Ten million readers, feeling the heavy hand of violent threat, will turn to the schools and growl, "Don't just sit there. *Do* something about it!"

SIX YEARS AGO fetching little Carol Fahy of Banning was a cover girl on the *CTA Journal*. The book she was reading appeared to be much larger than she was. The cover of the February issue of *Public Education Bulletin*, Riverside county, pictures the same Carol, but now a high school girl—and still a charmer. In an insert appears a reproduction of the original *Journal* picture. Other cover girls: Joyce Burley of San Mateo (April 1953) is a scholarship student at Pomona College, had been pictured six years ago as a sixth-grader at her desk; Wanda Jo McKenney, daughter of the *Journal* editor, shown on the steps of a rural school on the cover of the issue of December 1953, who became a mother last month—and that makes the editor a grandfather—and very very ancient. \*\*

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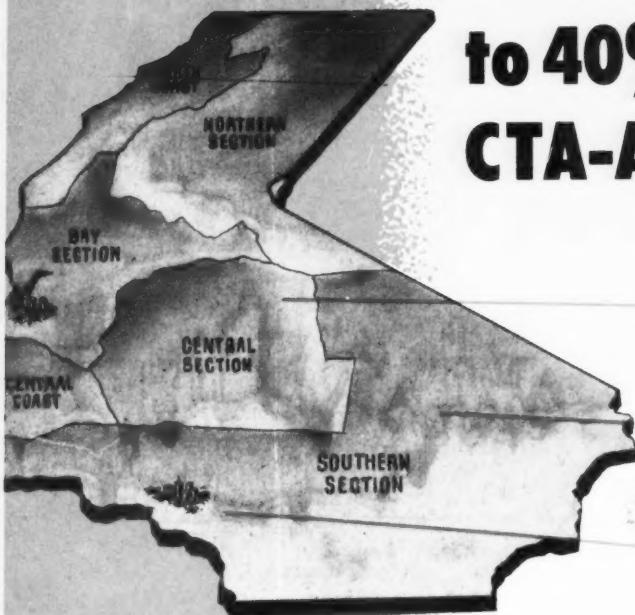
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Spouse's

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Age \_\_\_\_\_

Birth Date \_\_\_\_\_

School Name \_\_\_\_\_

School

City \_\_\_\_\_

Age \_\_\_\_\_

Birth Date \_\_\_\_\_

Spouse's

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

Home \_\_\_\_\_

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